

## Abstract

### Project 2 – Schedule Changes

The purpose of this study was ultimately to decrease the number of schedule changes done each year. Constant and numerous schedule changes disrupt the flow of learning and inhibit everyone, students and teachers alike, from obtaining the most they can get out of a curriculum. The forms used by the students for teachers' signatures were saved and used to keep track of which departments had the most changes. We found that Advanced Placement classes have the most movement and that there needs to be a change in the registration and placement process for ALL classes, but especially AP. As counselors we included registration with our Junior SEOPs this year and have limited the number of days for changes in hopes that students will take class selection more seriously. We plan on sharing our data with the department chairs so that we can work together to help solve this problem. We also included information from other schools in the district regarding their policies on schedule changes. (contains 1 chart).

## **Project 2 (large group 2006-2007)**

This project focused on the number of schedule changes at Alta.

Counselor: All

Target Group: Entire student body

Curriculum and Materials: Schedule change forms for tracking

Start Date/End Date: October 30<sup>th</sup> – November 7<sup>th</sup>

### **GOAL:**

To decrease the number of schedule changes.

### Evaluation:

Counselors tracked 1<sup>st</sup> and 2<sup>nd</sup> quarter schedule changes using a sampling of the Fast Pass documents to determine the number of changes overall and by department.

**See Chart C**

### Results:

- ❖ We learned that the majority of changes were ‘level’ changes from the Advanced Placement courses and that there needs to be an adjustment in the selection and registration process i.e.:
  - Parent signature
  - increased and the student dialogue between current teacher
  - Contract between AP teacher and student
  - AP teachers need to come to a general consensus of what works best for screening applicants and dealing with requests for schedule changes and consistently follow that procedure.
- ❖ Counselors took action in the following ways:
  - Combined registration with Junior SEOPs to increase parental involvement and improve class selection.
  - Shortened our schedule change time frame from the previous year hoping that students would learn from this and take registration more seriously.
  - Charged money for each change to deter the student.
  - Attempted to keep track of each student change and limit the student to one visit
  - Contacted other schools within the district to compare schedule change practices. **See chart D**

Recommendations:

- The school's schedule for academic classes could be planned to accommodate numerous requests for schedule adjustments.
- Administrative support is essential.

## Abstract

### Project 2 – Schedule Changes

The purpose of this study was ultimately to decrease the number of schedule changes done each year. Constant and numerous schedule changes disrupt the flow of learning and inhibit everyone, students and teachers alike, from obtaining the most they can get out of a curriculum. The forms used by the students for teachers' signatures were saved and used to keep track of which departments had the most changes. We found that Advanced Placement classes have the most movement and that there needs to be a change in the registration and placement process for ALL classes, but especially AP. As counselors we included registration with our Junior SEOPs this year and have limited the number of days for changes in hopes that students will take class selection more seriously. We plan on sharing our data with the department chairs so that we can work together to help solve this problem. We also included information from other schools in the district regarding their policies on schedule changes. (contains 1 chart).

# SUMMARY OF PROJECTS

## **Project 1 (small group 2006-2007)**

This project focused on the implementation and effectiveness of the first year of Sophomore House at Alta High.

Counselor: All

Target group: Sophomore House students

Curriculum and Materials: Grade Point Averages from grade 9 and 1<sup>st</sup> quarter of grade 10

Start Date/End Date: August 2006

### **GOAL #1:**

To determine if the 'appropriate' student was placed into the program. The program was supposed to pin point 'C' students or the 'middle' kids and we wanted to ensure that we had done this.

### Evaluation:

Counselors averaged the students' 9th grade GPA's in the 3 areas of discipline that are involved in the Sophomore House program (English, Science and Social Studies).

### Results:

We found that the majority of the students placed in Sophomore House had a Grade Point Average of 2.0 or 'C'. **See chart A**

### **GOAL #2**

To determine if the program is accomplishing its intended goals.

### Evaluation:

We compared the students' 9th grade GPA in English, Science and Social Studies with their GPA from their first quarter in Sophomore House.

### Results:

**See chart B**

### **GOAL #3**

To determine if Sophomore House increased the sense of inclusion and camaraderie for the incoming sophomores.

### Evaluation:

This is an extremely subjective point to determine but at the current time we know that there are no 'outside activities' in place (i.e. pizza parties, field trips). We believe that the goals of the program were not fully understood by the teachers so we plan on collaborating with them, sharing the results of our study and re-evaluating again in the future.

Note:

Further studies should be done to determine the effectiveness of Sophomore House. We are planning on doing another comparison with the students' 4th quarter grades at the end of the year.

---

Looking for earth-friendly autos?

[Browse Top Cars by "Green Rating"](#) at Yahoo! Autos' Green Center.

# SOPHOMORE HOUSE

Chart A

Student	Grade	English	Cum.	Soc. Stdy	Cum.	Science	Cum.		Total Eng.	Total S.St.	Total Sci.
Student 1	9	C	2	C	2	B-	2.667		-17%	-17%	-13%
Student 1	10	C-	1.667	C-	1.667	C+	2.333				
Student 2	9	AAAA	4	AAAA	4	AA-A	3.889		0%	-8%	3%
Student 2	10	A	4	A-	3.667	A	4				
Student 3	9	A-CBA	3.167	D+DDD	1.08	DCD+C+	1.67		-37%	54%	16%
Student 3	10	C	2	C+	2.33	C	2				
Student 4	9	C+C+C-	2.168	AB-	3.33	A-B+	3.5		46%	9%	-14%
Student 4	10	A	4	A-	3.67	B	3				
Student 5	9	AA-C+	3.33	B+B-	3	A-A-	3.667		17%	25%	-36%
Student 5	10	A	4	A	4	C+	2.33				
Student 6	9	BB+AA	3.58	AAA-A	3.92	A-AAA	3.917		10%	-6%	-15%
Student 6	10	A	4	A-	3.667	B+	3.33				
Student 7	9	DD-FD-	0.583	CC-C-D	1.583	CDC-D-	1.334		-583%	21%	-25%
Student 7	10	F	0	C	2	D	1				
Student 8	9	AAA	4	AA	4	AA	4		0%	0%	-17%
Student 8	10	A	4	A	4	B+	3.33				
Student 9	9	DD-B-D	1.334	FFD-FC+	0.6	FFFFA-	0.734		-133%	10%	26%
Student 9	10	F	0	D-	0.667	D	1				
Student 10	9	A-AA-	3.777	AA	4	AA	4		6%	-8%	-8%
Student 10	10	A	4	A-	3.667	A-	3.667				
Student 11	9	BD+BB+	3.416	CC-B+A	2.75	CD+BB+	2.416		-12%	-3%	-45%
Student 11	10	B	3	B-	2.667	D+	1.333				
Student 12	9	AAAA	4	AAAA	4	AAAA	4		0%	-17%	-8%
Student 12	10	A	4	B+	3.33	A-	3.667				
Student 13	9	BCB-C	2.417	BBC-D+	2.25	C+CDD-	1.5		-31%	-11%	10%
Student 13	10	C-	1.667	B	2	C-	1.667				
Student 14	9	BA-BB	3.167	B-C+B+B	2.833	A-C+BA-	3.166		21%	23%	-79%
Student 14	10	A	4	A-	3.667	D-	0.667				
Student 15	9	C+BB+	2.889	BC+	2.667	BA-	3.33		21%	-25%	-50%
Student 15	10	A-	3.667	B	2	C-	1.667				
Student 16	9	CD+CB-	2	D-DD+B	1.5	D-D+D+C	1.334		-200%	-55%	-133%
Student 16	10	F	0	D-	0.67	F	0				
Student 17	9	B+AB+	3.555	A-A	3.83	A-A	3.833		11%	4%	-4%
Student 17	10	A	4	A	4	A-	3.67				
Student 18	9	BB+A-B-	3.167	B-C+BB	2.75	B+C-C-D	1.916		-16%	-27%	4%
Student 18	10	B-	2.667	C	2	C	2				
Student 19	9	AAC+C+	3.167	B+BCC	2.583	B-B-B+C	2.667		-5%	23%	-13%
Student 19	10	B	3	B+	3.333	C+	2.333				
Student 20	9	D-DD-	0.777	C+C+	2.33	C-C-	1.667		-778%	-14%	-167%
Student 20	10	F	0	C	2	F	0				

# SOPHOMORE HOUSE

Chart A

Student	Grade	English	Cum.	Soc. Stdy	Cum.	Science	Cum.		Total Eng.	Total S.St.	Total Sci.
Student 21	9	B-C-D-C-	1.667	B-BD-C+	2.167	CDDD	1.25		44%	41%	37%
Student 21	10	B	3	A-	3.667	C	2				
Student 22	9	AAAA-	3.917	AB-BB	3.167	AA-A-A-	3.75		2%	14%	-47%
Student 22	10	A	4	A-	3.667	C	2				
Student 23	9	BAF	2.33	C-A	2.83	BFD	1.33		0%	-19%	33%
Student 23	10	C+	2.33	B-	2.667	C	2				
Student 24	9	C+DD+D	1.416	B-CCC	2.167	BC-C+D+	2.083		47%	-8%	11%
Student 24	10	B-	2.667	C	2	C+	2.33				
Student 25	9	FB+B-C	2	FC-C-D-	1	DC+CC	1.83		-200%	-100%	-183%
Student 25	10	F	0	F	0	F	0				
Student 26	9	A-AAA	3.917	D+D-F	0.667				-74%	0%	
Student 26	10	D	1	D-	0.667	F	0				
Student 27	9	FDB-BA-	2.067	C-CCB-	2.084	DDB-C-	1.584		-19%	31%	21%
Student 27	10	C-	1.667	B	3	C	2				
Student 28	9	CD-D+C-	2.917	C+D+CC	1.916	C-DD+D-	1.167		-31%	36%	56%
Student 28	10	C	2	B	3	B-	2.667				
Student 29	9	C+CC-C-	1.916	CD+C-B	2	B+CCD	2.083		28%	40%	-52%
Student 29	10	B-	2.667	B+	3.33	D	1				
Student 30	9	FF	0	PC+	1.166	FF	0		367%	65%	167%
Student 30	10	A-	3.667	B+	3.33	C-	1.667				
Student 31	9	C+DB-	2	B-A-	3.166	C+B	2.667		40%	-5%	-12%
Student 31	10	B+	3.333	B	3	C+	2.33				
Student 32	9	DB+C+B-	2.33	BC+C+B-	2.583	C+FC+B	1.916		30%	14%	-18%
Student 32	10	B+	3.33	B+	3.33	D+	1.33				
Student 33	9	D-C-AA	2.584	DC-D+C	1.5	DCDC	1.5		30%	25%	-11%
Student 33	10	A-	3.667	C	2	D+	1.33				
Student 34	9	A-BA-	3.444	A-A	3.83	B+A	3.667		-23%	-4%	-46%
Student 34	10	B-	2.667	A-	3.667	C+	2.33				
Student 35	9	BB-B+B	3	CCC-C+	2	FC+BAC+	2.333		10%	0%	-29%
Student 35	10	B+	3.33	C	2	C-	1.667				
Student 36	9	D-CC-	1.44	FC-	0.833	FF	0		-144%	-84%	0%
Student 36	10	F	0	F	0	F	0				
Student 37	9	B+B+A-B+	3.417	BCCB	2.5	BBBB	3		-12%	25%	-11%
Student 37	10	B	3	B+	3.333	B-	2.667				
Student 38	9	FFFF	0	FFFF	0	FFFF	0		0%	0%	0%
Student 38	10	F	0	F	0	F	0				
Student 39	9	AAAB	3.75	AA-A-B	3.583	AAAA-	3.917		-20%	-7%	2%
Student 39	10	B	3	B+	3.33	A	4				
Student 40	9	D+DCB+	1.916	CDDC	1.5	C-C-CC-	1.75		4%	50%	25%
Student 40	10	C	2	B	3	C+	2.33				



# SOPHOMORE HOUSE

Chart A

Student	Grade	English	Cum.	Soc. Stdy	Cum.	Science	Cum.		Total Eng.	Total S.St.	Total Sci.
Student 41	9	AAA-A	3.917	ABB+B	3.33	AB+A-B	3.5		3%	17%	33%
Student 41	10	A	4	A	4	A	4				
Student 42	9	C+CC	2.112	CD+	1.667	BA	3.5		-47%	-58%	-12%
Student 42	10	C+	2.33	B	3	B	3				
Student 43	9	B+BBD+	2.667	BD+DC	1.833	A-B+C+B+	3.167		67%	50%	-16%
Student 43	10	A	4	A-	3.667	B-	2.667				
Student 44	9	C+B-B-B	2.667	BBB-C	2.667	A-BB-B-	3		33%	33%	10%
Student 44	10	A	4	A	4	B+	3.33				
Student 45	9	AC-B	2.888	BB-	2.833	C+C+	2.33		42%	13%	-43%
Student 45	10	C-	1.667	B+	3.33	D+	1.33				
Student 46	9	A-A-A	3.777	B+A	3.667	A-A	3.834		6%	8%	-22%
Student 46	10	A	4	A	4	B	3				
Student 47	9	D-D-D-	0.667	D-D+	1	CD+	1.667		60%	63%	-40%
Student 47	10	C-	1.667	B-	2.667	D	1				
Student 48	9	B+A-CB	3	CC+D+C-	1.83	B-B-CC	2.33				
Student 48	10	B	3	B+	3.33	C-	1.667		-25%	17%	79%
Student 49	9	AAAA	4	AAAA	4	A-A-BB-	3.251				
Student 49	10	A	4	A-	3.667	B-	2.667				
Student 50	9	BCB-B	2.667	CCCB-	2.167	B-CCC	2.167		20%	19%	-23%
Student 50	10	B+	3.33	B-	2.667	C-	1.667				
Student 51	9	B-CC+	2.334	A-A	3.834	B+A	3.667		36%	-22%	0%
Student 51	10	A-	3.667	B	3	A-	3.667				
Student 52	9	AAA	4	AA	4	AA	4		0%	0%	0%
Student 52	10	A	4	A	4	A	4				
Student 53	9	B-CC	2.222	B-B	2.833	A-A	3.917		17%	23%	-57%
Student 53	10	B-	2.667	A-	3.667	C-	1.667				
Student 54	9	C-FD-B	1.222	D-D+	1	B-B-	2.667		-122%	0%	-267%
Student 54	10	F	0	D	1	F	0				
Student 55	9	C-DCC+	1.75	C-D+D-B	1.667	DDFB	1.25		-5%	44%	6%
Student 55	10	C-	1.667	B	3	D+	1.33				
Student 56	9	C+B-CD-	1.917	D-D-DD	0.833	D-DD-D-	0.75		-192%	17%	-75%
Student 56	10	F	0	D	1	F	0				
Student 57	9	A-BB	3.22	A-B	3.33	BB	3		19%	9%	0%
Student 57	10	A	4	A-	3.667	B	3				
Student 58	9	AAAA	4	AABB+	3.583	AA-A-B	3.583		0%	10%	-7%
Student 58	10	A	4	A	4	B+	3.33				
Student 59	9	AAAA	4	B-AA-A	3.58	AA-AA	3.917		0%	2%	2%
Student 59	10	A	4	A-	3.667	A	4				
Student 60	9	AAA	4	AA	4	AA	4		0%	0%	0%
Student 60	10	A	4	A	4	A	4				

# SOPHOMORE HOUSE

Chart A

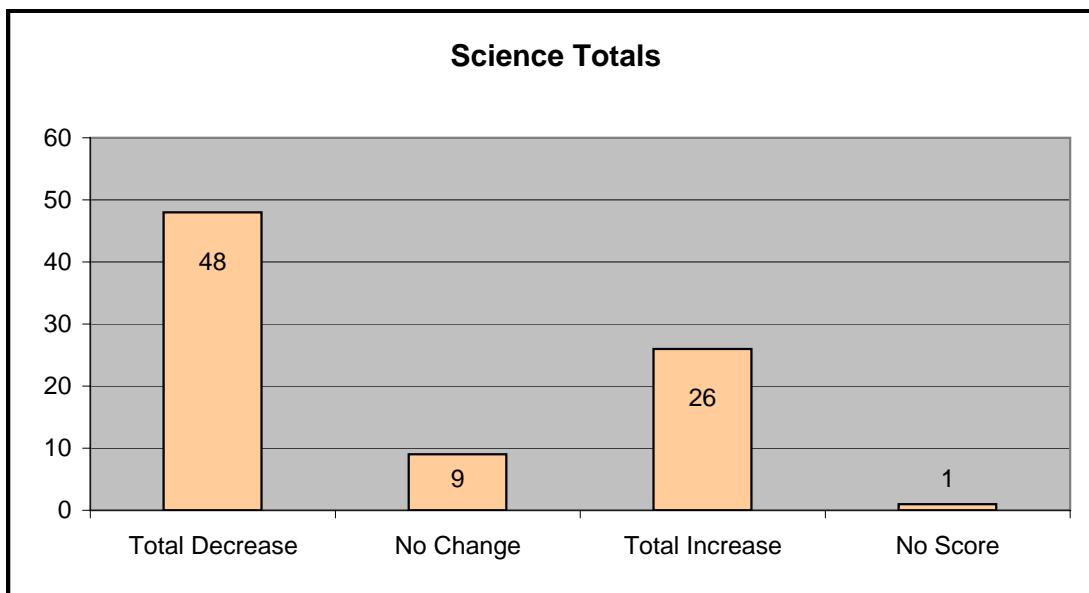
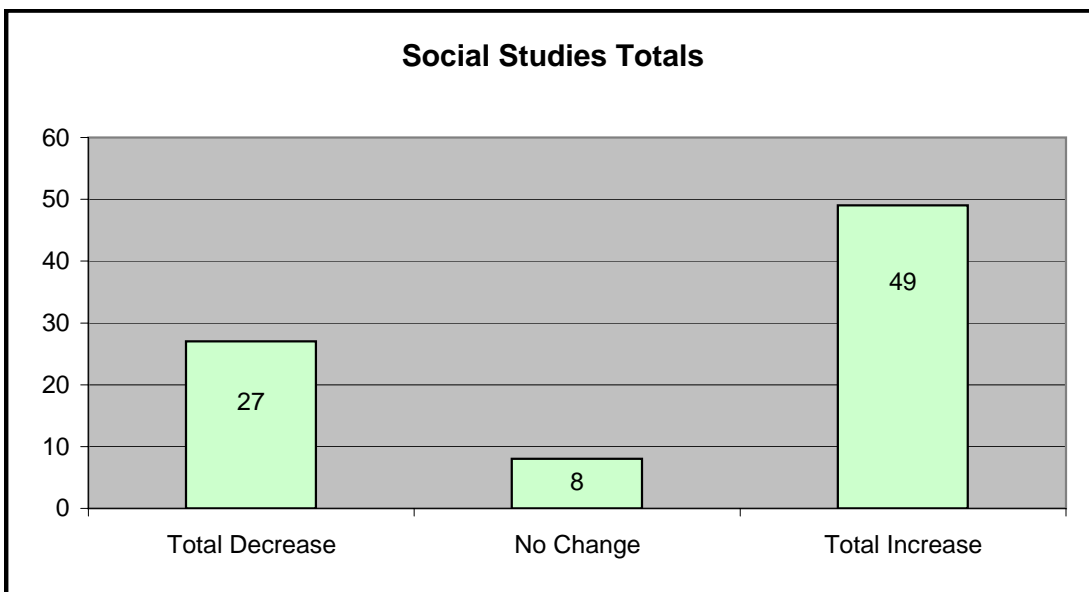
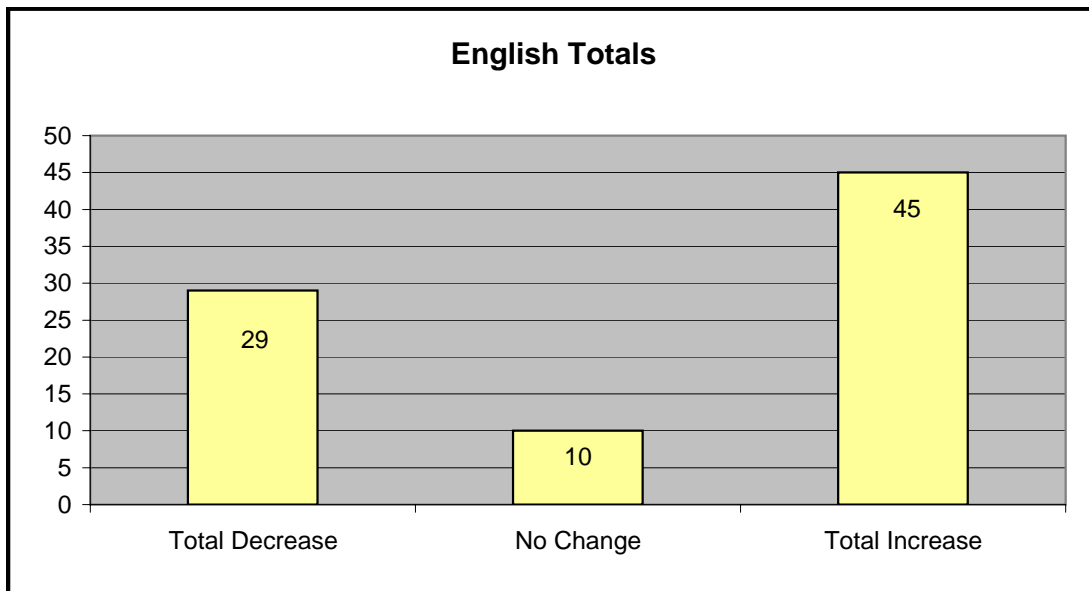
Student	Grade	English	Cum.	Soc. Stdy	Cum.	Science	Cum.		Total Eng.	Total S.St.	Total Sci.
Student 61	9	CDB-F	1.917	D-FFF	0.167	FFFF	0		-197%	-17%	0%
Student 61	10	F	0	F	0	F	0				
Student 62	9	AAB+	3.777	B+B	3.167	AA	4		6%	21%	0%
Student 62	10	A	4	A	4	A	4				
Student 63	9	AC+AA-	3.5	BC-BC	2.417	CC-C+C+	2.083		5%	34%	11%
Student 63	10	A-	3.667	A-	3.667	C+	2.33				
Student 64	9	B-C-D+A-	2.334	BC+DB	2.33	BB-CD	2.167		42%	42%	35%
Student 64	10	A	4	A	4	B+	3.33				
Student 65	9	AA-AA-	3.833	ACBC+	2.83	B-CC+B+	2.583		4%	23%	3%
Student 65	10	A	4	A-	3.667	B-	2.667				
Student 66	9	DFFD	0.5	FD-FA-	1.08	FFFP	0		-50%	-7%	0%
Student 66	10	F	0	D	1	F	0				
Student 67	9	BCFFBA	2.4	BFD+D-A-	1.734	B-FFFAA	2.134		-58%	-4%	-69%
Student 67	10	D	1	C-	1.667	D-	0.667				
Student 68	9	FFF	0	D-D	0.833	DD	1		200%	72%	-33%
Student 68	10	C	2	B	3	D-	0.667				
Student 69	9	B-BB+	3	AA-	3.83	A-A-	3.667		25%	4%	-27%
Student 69	10	A	4	A-	3.667	B-	2.667				
Student 70	9	B+C+BB-	2.833	C+B+B-A-	3	C+BCB	2.58		23%	0%	3%
Student 70	10	A-	3.667	B	3	B-	2.667				
Student 71	9	B+B+C	2.889	C+C	2.166	A-D-	2.167		4%	-216%	-217%
Student 71	10	B	3	F	0	F	0				
Student 72	9	B+AC+	3.22	BC-	2.33	B-A-	3.16		19%	42%	-26%
Student 72	10	A	4	A	4	C+	2.33				
Student 73	9	B+ABA-	3.5	C+C-C-C	1.917	CC-D-B-	1.75		-62%	-65%	-175%
Student 73	10	D+	1.33	D-	0.667	F	0				
Student 74	9	A-A-B-	3.33	B-B	2.83	AA	4		0%	15%	-25%
Student 74	10	B+	3.33	B+	3.33	B	3				
Student 75	9	DDBB+	2.08	B-FC+B-	1.917	C+FB-C+	1.83		22%	52%	31%
Student 75	10	B-	2.667	A	4	B-	2.667				
Student 76	9	A-B-B	3.11	B-B	2.83	AA	4		22%	29%	-25%
Student 76	10	A	4	A	4	B	3				
Student 77	9	BA-B+	3.33	AA-	3.917	AA	4		9%	2%	-50%
Student 77	10	A-	3.667	A	4	C	2				
Student 78	9	BC+B-B	2.75	CDC+D	1.58	B+CB-C	2.5		-39	32%	-250%
Student 78	10	C-	1.667	C+	2.33	F	0				
Student 79	9	B+A-A	3.66	A-A-	3.667	A-A	3.83		8%	8%	-4%
Student 79	10	A	4	A	4	A-	3.667				
Student 80	9	BB+A-B	3.25	A-B+BB	3.25	BA-A-A-	3.5		11%	-8%	33%
Student 80	10	A-	3.667	B	3	C+	2.33				

# SOPHOMORE HOUSE

Chart A

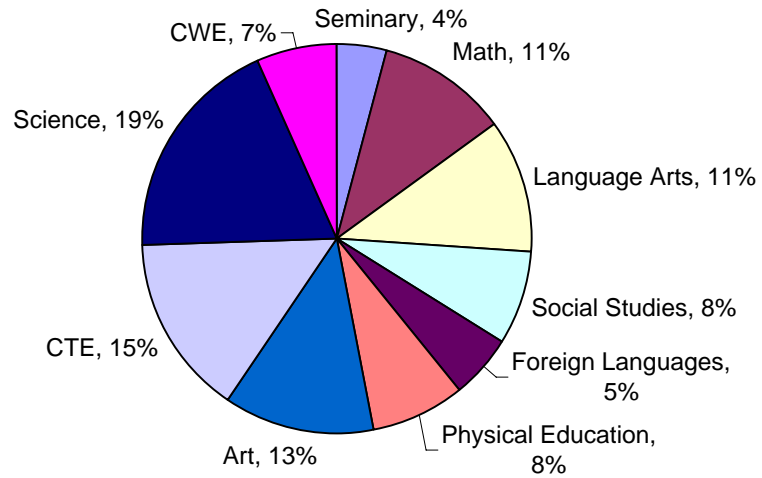
Student	Grade	English	Cum.	Soc. Stdy	Cum.	Science	Cum.		Total Eng.	Total S.St.	Total Sci.
Student 81	9	B-C-D	1.777	AC	3	BB-	2.83		41%	18%	-41%
Student 81	10	B	3	A-	3.667	C-	1.667				
Student 82	9	D+D+FD	0.917	CDFD	1	FDFF	0.25		45%	25%	-25%
Student 82	10	C-	1.667	D+	1.33	F	0				
Student 83	9	CC-C	1.889	CB-	2.33	C+C+	2.33		37%	36%	13%
Student 83	10	B	3	A-	3.667	B-	2.667				
Student 84	9	FB+C+C-A-	2.2	B-FC-CB-	1.8	FC-CAA-	2.267		27%	-7%	3%
Student 84	10	B	3	C-	1.667	C+	2.33				
Student 85	9	CC-DD	1.417	B-CDD	1.667	BCCD-	1.917		-6%	44%	-65%
Student 85	10	D+	1.33	B	3	D-	0.667				

**SOPHOMORE HOUSE**  
**Chart B**

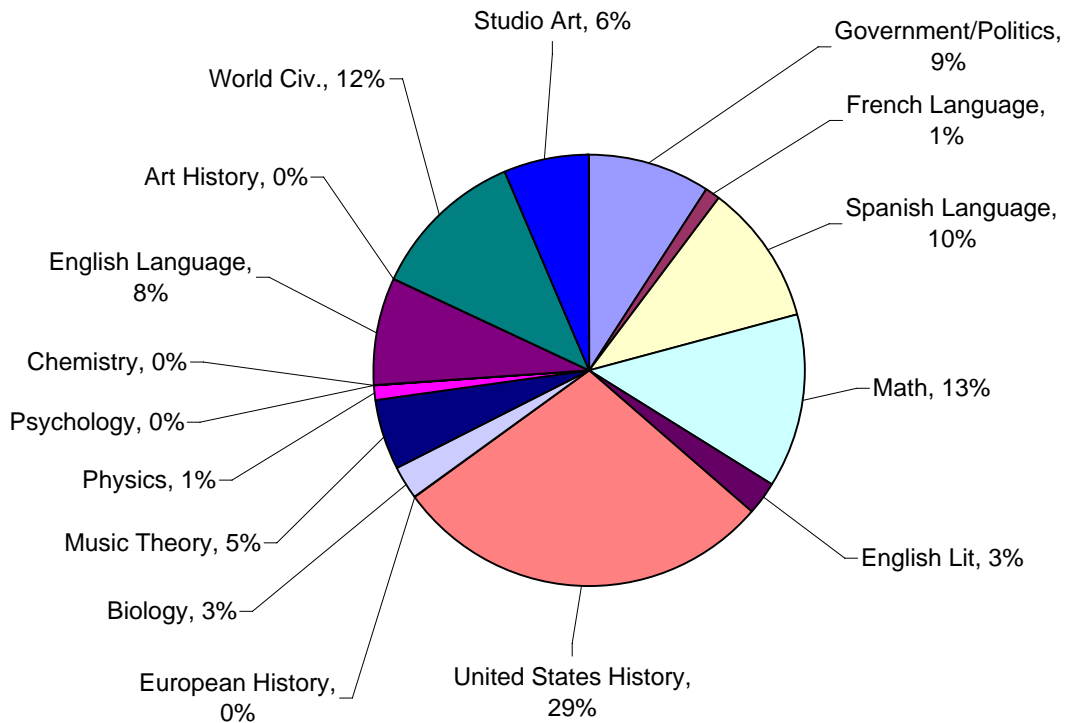


## Total Schedule Changes Chart C

### Total Department Drops



### Advanced Placement Drops:



## **Abstract**

### **CCGP Data Project Report (Large Group)**

#### **Bingham High School**

**June 2007**

Bingham High School considered the statistic that suicide is the second leading cause of death in Utah teenagers. The counseling department felt compelled to try to mitigate this problem for the students that attend Bingham High School. Using the Desired Results of Student Learning (DRSL)s as a guideline, the counseling department focused on the DRSL that emphasizes character development. It states that students should have respect for self, assume responsibility for personal actions, demonstrate personal integrity, and develop a civic conscience. Suicide violates all of these goals. In response, the counseling department created a "Suicide Prevention" seminar that emphasizes valuing life and one's being, understanding the origination of depression, learning coping skills to deal with adversity in one's life, and ways to reach out to peers who are struggling with suicidal ideation. The seminar was presented in each of the tenth grade health classes, reaching 809 students. After the presentation the first semester students responded to a questionnaire to determine the effectiveness of the presentation. On a five-point scale, the students rated the presentations 4.3385 for overall impression.

## **Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007**

School:	Bingham High School (Jordan School District)
Target Group:	Sophomore Class
Selection Basis:	In order to support the school CSIP goal of "Provide Support to At-Risk Students" and the school DRSL goal of character development, a suicide prevention seminar was presented to each 10th grade health class. Students must have the coping skills to effectively deal with adversity in their lives.
Guidance Lesson Content:	The seminar started with an energizer called the Tootsie Roll. Then the statistics of suicide were discussed using the game called Four Corners to provide student interaction. The difference between male and female brains was discussed, with reference to suicidal ideation and behavior. The physiology of depression and the genetic and environmental variables that contribute to depression were explained. Ways of mitigating suicidal ideation were reinforced. Emphasis on individual coping skills, especially those that are inexpensive and least restrictive were taught. Students were then given the QPR card with instructions on how to help a peer who is struggling with suicidal ideation.
CCGP DRSL:	Character development: improve respect of self, assume responsibility for personal actions, demonstrate personal integrity, and develop a civic conscience.
Curriculum/Materials:	A compilation of previously presented suicide prevention materials and the latest statistics on suicide from the State of Utah Health Department.
Start/End Dates:	September and January.
Students Impacted:	809
Presentation:	Sophomore Health Class.
Evaluation:	Each student in 1st semester health class filled out a <u>Presentation Evaluation</u> . The 2nd semester students did not fill out an evaluation since it was the same presentation.

## **Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007**

**Presenter:** Gail Ritz, Ph.D., School Psychologist. In previous years all of the counselors helped with the presentations, but for the sake of uniformity, it was decided to have just the school psychologist make the presentations this year.

**Target Group:** Sophomore class - 809 students

**Curriculum/Materials:** A compilation of previously presented suicide prevention materials, and the latest statistics on suicide from the State of Utah Health Department.

**Start/End Dates:** September 2006, 12 health classes, and January 2007, 12 health classes.

**Process Data:** 409 students filled out an evaluation after the presentation in the 1st semester health classes.

**Perception Data:** On a scale of 1 to 5, the overall impression of the students was 4.3385. This is a very positive evaluation.

**Results Data:** The evaluation consisted of seven questions. A summary of the questions and the results are as follows:

Interesting presentation	4.0342
Information was important	4.5475
Information was current	4.4204
Clear/easy to understand	4.5725
Information was useful	4.0769
Worth missing class	4.4414
Recommend others hear it	4.2764
Overall Impression	4.3385

The students also filled out a comment section. The positive comments filled 600 typed lines, while the negative comments filled 60 typed lines.

**Implications:** Although there are many confounding variables, one would hope that because of the training, there would be a decrease in the number of suicides at Bingham High School. Six years ago Bingham experienced two suicides in one year.



The next year the suicide prevention program was implemented. It has been taught every year since that time, and each year the program has been evaluated and tweaked to make sure it is the best that it can be.

There have been no reported suicides in the last six years, although there have been some attempts. In psychology, sometimes the most important interventions cannot be easily measured. The importance and usefulness of an intervention sometimes only becomes important in retrospect. Frivolous interventions and frivolous data are easy to manufacture, and one should be cautious in using such statistics in determining the effectiveness of a counseling department.

# DATA

Question	1	2	3	4	5	Total	Weight	Mean
1. Interesting presentation								
	1	0	3	15	9	28	115	4.107
	1	0	3	14	20	38	166	4.368
	1	0	4	14	17	36	154	4.278
	0	0	3	16	15	34	148	4.353
	2	1	18	9	4	34	114	3.353
	2	0	7	14	6	29	109	3.759
	2	2	4	17	13	38	151	3.974
	0	0	3	14	17	34	150	4.412
	1	2	5	19	10	37	146	3.946
	1	0	5	16	8	30	120	4
	2	0	13	11	11	37	140	3.784
	4	0	4	9	17	34	137	4.029
Total	17	5	72	168	147	409	1650	4.034

2. Information important								
	0	1	1	4	22	28	131	4.679
	1	1	5	1	29	37	167	4.514
	0	0	1	5	28	34	163	4.794
	1	0	1	6	26	34	158	4.647
	2	1	3	8	20	34	145	4.265
	0	0	2	8	20	30	138	4.6
	3	0	1	8	25	37	163	4.405
	0	0	1	6	26	33	157	4.758
	0	1	0	10	25	36	167	4.639
	1	0	1	7	21	30	137	4.567
	1	1	7	7	21	37	157	4.243
	0	0	4	6	20	30	136	4.533
Total	9	5	27	76	283	400	1819	4.548

3. Up-to-date information								
	1	0	1	7	18	27	122	4.519
	1	0	3	5	28	37	170	4.595
	0	0	1	9	25	35	164	4.686

	1	1	2	8	23	35	156	4.457
	2	1	5	12	15	35	142	4.057
	0	1	6	5	17	29	125	4.31
	2	1	4	8	22	37	158	4.27
	0	0	1	13	20	34	155	4.559
	0	0	8	7	21	36	157	4.361
	0	0	4	9	17	30	133	4.433
	1	0	7	13	15	36	149	4.139
	0	0	0	9	22	31	146	4.71
Total	8	4	42	105	243	402	1777	4.42

#### 4. Clear/easy to understand

	0	1	0	6	22	29	136	4.69
	1	0	1	11	23	36	163	4.528
	0	0	0	8	26	34	162	4.765
	1	0	3	7	23	34	153	4.5
	3	0	2	11	18	34	143	4.206
	0	0	2	6	21	29	135	4.655
	1	1	1	8	26	37	168	4.541
	0	0	0	11	23	34	159	4.676
	0	0	2	7	26	35	164	4.686
	0	0	6	4	20	30	134	4.467
	0	0	4	8	25	37	169	4.568
	0	0	3	6	22	31	143	4.613
Total	6	2	24	93	275	400	1829	4.573

#### 5. Useful

	1	4	1	11	12	29	116	4
	3	2	5	5	22	37	152	4.108
	0	0	4	15	15	34	147	4.324
	2	0	3	15	14	34	141	4.147
	3	1	8	15	8	35	129	3.686
	1	2	5	5	17	30	125	4.167
	4	3	4	8	18	37	144	3.892
	0	4	6	6	19	35	145	4.143
	0	0	4	12	19	35	155	4.429
	2	1	7	5	15	30	120	4
	2	1	6	12	16	37	150	4.054

	1	2	6	9	12	30	119	3.967
Total	19	20	59	118	187	403	1643	4.077

#### 6. Worth missing class

	1	1	2	3	22	29	131	4.517
	4	0	3	3	27	37	160	4.324
	0	0	4	2	27	33	155	4.697
	1	1	0	2	29	33	156	4.727
	4	2	1	7	20	34	139	4.088
	1	2	4	5	17	29	122	4.207
	2	2	0	5	28	37	166	4.486
	1	0	0	3	30	34	163	4.794
	0	3	6	3	24	36	156	4.333
	0	1	1	6	22	30	139	4.633
	2	1	8	4	23	38	159	4.184
	3	1	2	1	24	31	135	4.355
Total	19	14	31	44	293	401	1781	4.441

#### 7. Recommend to others

	1	1	4	10	13	29	120	4.138
	1	0	4	7	25	37	166	4.486
	0	0	2	10	22	34	156	4.588
	1	0	5	7	20	33	144	4.364
	2	1	9	10	12	34	131	3.853
	0	2	4	6	17	29	125	4.31
	3	0	5	6	22	36	152	4.222
	1	0	3	1	27	32	149	4.656
	1	1	3	15	16	36	152	4.222
	1	2	3	10	14	30	124	4.133
	1	1	7	13	15	37	151	4.081
	3	1	1	6	20	31	132	4.258
Total	15	9	50	101	223	398	1702	4.276

Overall Impression	13	8.4	44	101	235.9	401.9	1743	4.338
--------------------	----	-----	----	-----	-------	-------	------	-------

## **Abstract**

### **CCGP Data Project Report (Small Group)**

#### **Bingham High School**

**June 2007**

Bingham High School counseling department believes that small group counseling is an effective method for improving psychological functioning. By teaching psychological skills to students who are struggling with emotions, the counseling department is also preparing students for the struggles they will face after they leave the high school setting. Using the Desired Results of Student Learning (DRSL)s as a guideline, the counseling department focused on the DRSLs that emphasize effective communication, critical thinking, as well as life-long learning. In the small group setting the students are taught how to effectively communicate their heart-felt needs while managing their emotions during the process. They are also taught how to see life through the eyes of other people, creating understanding, empathy, and forgiveness. Students are also instructed as to the usefulness of these skills in their future lives such as getting along with roommates, spouses, families, and co-workers in the work setting. The counseling center provided small groups in the following areas: friendship, grief, divorce, female issues, and male issues. While data was collected and evaluated for each of the groups, this report will focus on two: grief and female issues. A pretest and posttest was administered to all participants. A statistically significant improvement was obtained for both groups, using the chi-square goodness-of-fit statistical method, with  $p < .001$ .

## Utah CCGP—Guidance Activities Action Plan (Small Group) 2006-2007

School:	Bingham High School (Jordan School District)		
Target Group:	Students with psychological dysfunction		
Selection Basis:	In order to support the school CSIP goal of "Provide Support to At-Risk Students" and the school DRSLs of effective communication, critical thinking, and lifelong learning, emotionally dysfunctional students were recognized and invited to participate in the group counseling process through a number of ways. First of all, the counselors each kept a list of students who were experiencing trauma in their lives. In addition, teachers were given a notice in their mailboxes to submit names of students who they felt had emotional struggles. Finally, a notice was sent out to parents via the school newsletter about the groups being offered throughout the year.		
Guidance Lesson Content:	Some of the topics covered in group included: coping skills, communication skills, reframing, understanding the physiology of the brain, neurotransmitters, self-reflection, goal-setting, recognizing feelings, the interplay between thinking, feeling, and behavior.		
CCGP DRSL:	Critical thinking, effective communication, and lifelong learning.		
Curriculum/Materials:	The pretest data revealed the group needs. Interventions were initiated by the counselors, utilizing scientifically proven therapeutic techniques, to facilitate change.		
Start/End Dates:	September through May.		
Students Impacted:	Friendship groups	64	
	Friendship Games	150	
	Female Connections	45	
	Grief	8	
	Female Issues	8	
	Male Issues	8	
	Divorce	16	
	<b>Total</b>		<b>299</b>
Presentation:	Groups met weekly in the BHS Therapy Group Room.		
Evaluation:	Participants were administered a pre and posttest.		

## **Utah CCGP—Guidance Activities Results Report (Small Group) 2006-2007**

Presenter:	Counselors: Donna Newbold, Georgia Fairbanks, Dave Munk, Ryan Nield, Renae Brady. School Psychologist: Gail Ritz
Target Group:	At risk students displaying psychological dysfunction
Curriculum/Materials:	Group therapy techniques
Start/End Dates:	September 2006 to May 2007
Process Data:	Although pre and post tests were administered to all groups, only two groups will be included in this report: Grief Group and Female Issues Group.
Perception Data:	Both groups improved in Overall Wellness. On a scale of 1 to 5, with 1 being unwell and 5 being well, the Female Issues group went from 2.825 to 3.6333. The Grief Group went from 3.517 to 4.15.
Results Data:	<p><u>Grief Group</u></p> <p>Using the chi-square "Goodness-of-fit" statistical method, the student responses moved significantly towards a "5", with 26% of the students on the pretest marking a "5", while 41% of the students on the posttest marked a "5". This is a statistically significant change with a <math>p &lt; .001</math>.</p> <p><u>Female Issues Group</u></p> <p>Using the chi-square "Goodness-of-fit" statistical method, the student responses moved significantly towards the "5", with a significant shift from "1" to "2", and from "3" to "4". This is a statistically significant change with a <math>p &lt; .001</math>.</p>
Implications:	There appears to be a correlation between the use of group therapy as in intervention and the improvement of psychological wellness in the group participants. If the students can function better psychologically, there should also be an improvement in their academic functioning, as well as their ability to function in a social setting.

## DATA

### Grief Group

Question	1 - Poor	2	3 - OK	4	5 - Great
PRETEST					
Talk to family about death	2	0	1	2	2
Talk to friends about death	2	1	3	0	0
Talk to counselor about death	1	1	2	2	0
<b>Difficulty talking to anyone re death</b>	0	0	1	4	1
<b>Sad &amp; lonely because of the death</b>	0	1	1	3	2
<b>Feel angry because of the death</b>	0	0	0	2	5
<b>Feel afraid because of the death</b>	1	0	1	0	2
<b>Death interferes with daily life.</b>	0	0	1	2	1
<b>Death affects my schoolwork</b>	1	1	2	2	0
<b>Need better coping skills</b>	1	0	1	2	3
Total	8	4	13	19	16
Percent	13.33	6.667	21.67	31.67	26.667

# of participants = 6

**Overall Wellness 3.517**

POSTTEST					
Talk to family about death	0	0	1	6	1
Talk to friends about death	0	2	2	2	2
Talk to counselor about death	0	0	2	1	5
<b>Difficulty talking to anyone re death</b>	0	0	0	2	6
<b>Sad &amp; lonely because of the death</b>	0	0	2	4	2
<b>Feel angry</b>	0	1	0	2	5
<b>Feel afraid</b>	0	1	0	2	5
<b>Death interferes with dailiy life.</b>	0	0	3	4	1
<b>Death affects my schoolwork</b>	0	0	1	5	2
<b>Need better coping skills</b>	0	1	0	3	4
Total	0	5	11	31	33
Percent	0	6.25	13.75	38.75	41.25

# of participants = 8

**Overall Wellness 4.15**

\*\*\*Bold questions were reverse scored.



## Female Issues Group

Question	1 - Poor	2	3 - OK	4	5 - Great
PRETEST					
Good relationship with mom	0	0	2	2	0
Good relationship with dad	2	1	1	0	0
Can talk with friends about problems	2	0	0	1	1
Express feeling-calm mature manner	3	0	0	1	0
<b>Rather not talk about feelings</b>	1	0	2	0	1
<b>Use destructive coping skills</b>	0	2	1	1	0
Know my triggers	0	2	1	0	1
Use effective coping skills	1	0	3	0	0
<b>Emos (-) affect schoolwork</b>	0	0	3	0	1
faith in counseling	0	1	1	0	2
TOTAL	9	6	14	5	6
PERCENT	22.5	15	35	12.5	15
# of Participants - 4					
<b>Overall Wellness</b>	<b>2.825</b>				

POSTTEST					
Good relationship with mom	0	1	2	3	0
Good relationship with dad	1	0	1	3	1
Can talk with friends about problem	1	0	0	1	4
Express feeling-calm matter manner	2	1	0	2	1
<b>Rather not talk about feelings</b>	0	1	3	2	1
<b>Use destructive coping skills</b>	2	1	1	2	0
Know my triggers	0	2	2	0	2
Use effective coping skills	1	3	1	2	0
<b>Emos (-) affect schoolwork</b>	0	11	2	1	2
<b>Faith in counseling</b>	0	3	2	1	0
TOTAL	7	23	14	17	11
PERCENT	11.667	38.333	23.3333	28.33	18.333
# of participants - 6					
<b>Overall Wellness</b>	<b>3.6333</b>				

\*\*\*Bold questions were reverse scored.

## **Abstract**

### **CCGP Data Project Report (Large Group)**

#### **Brighton High School**

**June 2007**

Brighton High School continuously strives to support our school DRSL's. In an effort to improve support of the DRSL that addresses Continuous Learning this study was designed to improve college readiness by increasing the number of junior students who take the ACT exam in April of the 11<sup>th</sup> grade.. Many pathways lead to college as a next step and college readiness is critical for many students. This study was designed to improve college readiness by increasing the number of junior students who take the ACT exam in April of the 11<sup>th</sup> grade year. Several strategies were implemented to increase awareness of the ACT exam and to facilitate timely registration. The intervention this year showed an increase of 4.86 % in the number of junior test takers over the previous year. This is a moderate increase which justifies continued efforts to focus counselor efforts in this area in the future as these initial efforts seem effective.

## **Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007**

School:	Brighton High School (Jordan School District)
Target Group:	Junior Class
Selection Basis:	In order to support the school DSRL that addresses Continuous Learning, ACT participation is a important step towards college readiness. Students must be prepared to take the “next step” towards continued progress developed in their career pathways. In many cases, this means applying to college.
Guidance Lesson Content:	<p>Presentation of the purpose/importance of the ACT for college readiness. Students will receive ACT test information and a specific date for the April exam will be discussed during the SEOP meeting and written on the junior SEOP document (January-February). ACT reminders will be given to each student at their SEOP. Specific dates are presented on the “Junior Timeline”.</p> <p>Public address system will be used by the counselors to remind students of registration deadline (March). ACT registration information and deadline for registration will be sent home in the community newsletter (February).</p>
CCGP DRSL:	Increase the number of ACT test takers in the junior year to improve college readiness.
Curriculum/Materials:	ACT informational literature, ACT registration packets, Dates and link to ACT online registration posted on BHS Guidance Center website.
Start/End Dates:	November 2006/March 2007
Students Impacted:	600
Presentation:	Junior SEOP appointments
Evaluation:	ACT profiles for the junior class will compared between April 2006 and April 2007.

### **Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007**

Counselors:	Linda Dangerfield, Allyson Hanks, RaNae Smith, Rebecca Turco
Target Group:	Junior class
Curriculum/Materials:	ACT informational literature, ACT registration packets, dates and link to ACT online registration posted on BHS Guidance Center website.
Start/End Dates:	November 2006/March 2007
Process Data:	642 junior students enrolled 2007 compared to 607 junior students enrolled 2006 (see attached Excel data)
Perception Data:	229 junior students tested April 2007 compared to 187 junior students tested April 2006 (see attached Excel data)
Results Data:	35.66% of the junior class took the ACT in April of 2007 compared to 30.8% of the junior class that took the ACT in April of 2006.
Implications:	Counselor guidance activities (Identification of the ACT test during the SEOP, P.A. announcements, community newsletter, and website access) appear to have an impact in increasing the number of ACT test takers in the junior year, therefore improving college readiness. Counselors should continue these interventions in the future and continue to look at ACT profile reports to determine guidance intervention effectiveness.

Prepared by: Linda Dangerfield, Counselor

Presented to: Rebecca Laney: June 7, 2007

<b>DATA</b>	2006	2007
Enrollment of junior students in April	607	642
Number of junior students who took ACT in April	187	229
Percentage of junior students who took ACT in April	30.80%	35.66%

## Utah CCGP- Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year

School **Copper Hills High School** District **Jordan School District**

Target Group: (whole school, entire class, grade level) **All Students/Parents will be invited to participate in evening seminars**

Target Group selection is based on the following data/information/school improvement goals: **Students will be invited to attend a series of workshops designed to help improve communication and decision-making skills, study skills, and time management skills. Students could improve (clear) poor attendance through their participation in these workshops.**

Guidance Lesson Content	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Information will be made available to all student/ parents on various topics including, Scholarship information in preparation for post secondary education, making correct educational decisions, improving study skills, understanding student issues, building student/parent relationships, and providing information regarding employment and educational	.AL:A2.2 Time management LC:C1.2 Student Choice AL:A3.3 Attendance mediation AL:C1.4 Increasing decision making skills AL:A2.3/ PS:A1.5/ PS:A2.1/ PS/A2.3 Improving support and communication LC:A1.1/ LC:A2.5 Identifying skills to improving life skills PS:A1.3/ :C:A2.5 Educational and	A year-long series of seminars/ discussion groups will be held on the following topics: Scholarship Exploration, Study Skills, Building Relationships; Parenting the Defiant and Adolescent; and Making Educational	Beginning presentation will be on September 14, 2006 and the last workshop presentation will be held on May 17, 2007	This will be a school-wide effort to help students find more success in school through the development of effective communication skills. The goal is to have participation from 50-75 students and their parents during each workshop	A series of Student/ Parent Empowerment Workshops will be held one evening per month in the Tech Atrium beginning September 14, 2006.	Students participating in the Student/ Parent Empowerment workshops will be asked to have a parent in attendance and roll maintained for each seminar. Since each workshop is in a discussion format, students and parents will have the opportunity to participate in discussion. Results will be measured by the number in attendance at each workshop. Projected number of students in attendance should be approximately 50-75 students per seminar.

opportunities	career information	Decisions.		session.		
---------------	--------------------	------------	--	----------	--	--

Principal's Signature	Date	Date of Staff Presentation	Norm Coughran Prepared By
-----------------------	------	----------------------------	------------------------------

### Utah CCGP-Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study

School **Copper Hills High School** District **Jordan School District**

Counselor	Target Group	Curriculum and Materials Used	Start Date/ End Date	Process Data Number of Students Affected	Perception Data Pre and post test, Competency attainment or student data	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/ competency data	Implications What does the data tell you? What can the students do with this now?
Wendy Brown -Coordinator of student/ Parent Empowerment Workshop presentations  Norm Coughran- Data collection and activities result report	School-wide Student/ Parent Empowerment Workshop presentations offered to <u>all</u> students and parents of Copper Hills High School	Materials provided by facilitators of workshops include: <u>Study Skills/ Home Environment as a Learning Place</u> , <u>Parents Assuring Student Success</u> by Ban; <u>Conflict Resolution</u> ; <u>Basic Rights in a Relationship</u> -handouts; <u>7 Steps in Communication</u> , by Westen; <u>Communicating with Your Teen</u> , <u>Ohio State University</u> , by Sach	Seminars began on September 14, 2006 and ended on May 17, 2007. A total of seven (7) workshops were held.	The total number of students in attendance during the series of presentations was <u>325</u>  The average number of students in attendance per workshop was <u>46</u>	Beginning January 2006, CHHS Counselors presented a series of seminars relevant to parents wishing to help their students find more success in school. In a continuing effort to improve communication skills all students and parents were invited to this year's series of (7) seven workshops.	Students received information from workshop presenters regarding communication skills, improved study habits, and decision-making skills. Students and parents were actively involved in the workshops through discussion and exchange of ideas. As a result of the information received many students pursued the methods suggested for credit recovery/ remediation	Students voluntarily participated in these evening workshops and gained a basic understanding of how improve their communication skills. many of these students worked toward having their parents more actively involved in their personal and educational decisions.

Principal's Signature

Date

**CCGP Data Project Reports, 2007  
Abstract (Large Group)  
Copper Hills High School  
June 2007**

The Student/ Parent Empowerment program was designed to help students improve communication skills. A series of workshops were scheduled once per month to help students in several areas including, preparation for post secondary education and career exploration, financial aid and scholarship resources, improving study skills, communication and understanding student/ parent expectations, improving relationships within families, and summer opportunities in education. Workshops were in a discussion format, which allowed exchange between presenters, students, and parents. Parents were encouraged to attend as a support in helping their student find more success in school.

Many of the students involved in this program had a history of poor attendance which was influencing their academic performance. Students were given the opportunity to make up poor attendance through their participation. Results indicate that approximately 300+ hours of attendance were cleared through these workshops. In addition students received valuable information from these community presentations.

Attendance/ Participation in Student-Parent Empowerment Workshops

<u>Date</u>	<u>Attendance</u>	<u>Discussion Topics</u>
09/14/06	80	Scholarship Information Night
10/26/06	75	Study Skills
11/30/06	14	Parenting Your Adolescent
01/11/07	54	Helping Your Adolescent Build Successful Relationships
02/22/07	21	Making Wise Educational Decisions
03/29/07	51	Parenting a Difficult or Defiant Adolescent



04/26/07	0	Divorce-Related Issues (Cancelled)
05/17/07	30	Summer Opportunities in Education

Total in attendance 325

**From:** Norm Coughran [mailto:norman.coughran@jordan.k12.ut.us]  
**Sent:** Monday, June 04, 2007 2:04 PM  
**To:** Sachse, Tom  
**Cc:** ljones@jalc-wj.org; norman.coughran@jordan.k12.ut.us  
**Subject:** Closing the Gap Projects

### Utah CCGP-Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school year

School **Copper Hills High School** District **Jordan School District**  
 Target Group: **Students referred to the C.A.R.E.S. (Copper Hills At-Risk Educational Support) Program**  
 Target Group selection is based on the following data/information/school improvement goal: **To improve attendance, grades, and deficit credit for students involved in the at-risk program**

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/ Staff Development Needed	Evaluation Method	Start Date/ End Date	Projected # of Students Impacted
Intervention opportunities and support for those students who are credit deficient  Instructional support for those students who struggle with the learning process and in maintaining sufficient grades in their current classes	AL:A1.3 & AL:A2.4 Assist students in identifying their credit deficiencies. AL:A3.6, AL:C1.3 , PS:B1.1 & PS:B1.5 Provide the necessary resources in recapturing credits. PS:B1.2,PS:B1.3, PS:A1.7, AL:A2.1, AL:2.2, & AL:A3.4 Monitoring student's progress towards successful and timely completion of all make-up work.	Students will be tracked and monitored in their current classes to ensure daily on-time attendance and completion of all class requirements.  Students will review updated transcripts to identify deficiencies, learn about recapture options, complete make-up work, and learn correct study skills.	Teachers, Administrators, Counselors, Parents, and the At-Risk Committee members at Copper Hills High School.	Students will be required to attend classes daily and come prepared to work. Students who violate the class expectations will receive a failing grade and placed in an alternative class. Comparison of pre-post attendance at the beginning and end of each quarter. Comparison of pre-post credit deficiencies at the beginning and the	Students will be enrolled in C.A.R.E.S classes beginning on October 20, 2006 and will be evaluated through the 3 <sup>rd</sup> quarter ending on March 29, 2007	43 students were referred to the program (grades 10, 11, and 12)

				end of the academic year		
--	--	--	--	-----------------------------	--	--

Principal's Signature	Date	Date of Staff Presentation	Norm Coughran Prepared By
-----------------------	------	----------------------------	------------------------------

### Utah CCGP-Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group "Closing the Gap" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study

School **Copper Hills High School** District **Jordan School District**

Counselor	Target Group	Curriculum and Materials	Start Date/ End Date	Process Data Number of students affected	Perception Date Pre and post test competency attainment of student data	Results Data Change in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the students do with this now?

Norm Coughran	10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> Grade students referred to an at-risk program offered to students needing assistance with academic, attendance, and study skills intervention	Computers were made available to students. Text books and supplies from classrooms were also provided. Curriculum support in Study Skills, Life Skills, and Social Skills was given. Students were tracked and monitored for progress	At-risk referrals to C.A.R.E.S program began on October 20, 2006 and evaluated through the 3 <sup>rd</sup> quarter ending on March 29, 2007	Forty three (43) students were referred to the program at the beginning of the school year. The total number of students that received support through C.A.R.E.S. was Thirty Four (34) students. Nine (9) students were removed due to violation of program guidelines.	Referrals to the C.A.R.E.S. program based on observed behavior concerns and evaluation of academic performance in reading, writing, following directions, note taking skills, class participation, attendance, peer relationships, assignment completion, and personal/ family concerns.	95% of the students participated in recapturing credit through alternative high school programs.  49% of students increased their grade point average.  There was an overall grade point average increase for all students of 21% at the start of the 2 <sup>nd</sup> Quarter and a 248% increase at the start of the 3 <sup>rd</sup> Quarter.	Through identification of credit deficiencies and monitoring of interventions, each student recognized the progress that was possible with increased focus on attendance, class participation, and practice through improved study skills. There was a result of increased performance as students discovered the success that was possible through continued focus on completing high school graduation requirements
---------------	--	---	---	---	--	--	---

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**CCGP Data Project Reports  
Abstract (Small Group)  
Copper Hills High School  
June 2007**

The C.A.R.E.S. (Copper Hills At Risk Educational Support) class is designed to offer intervention opportunities and support to those students who are credit deficient and instructional support to those students who struggle with the learning process and maintaining good grades in their current classes. Teachers and counselors assisted students in identifying their credit deficiencies and monitored student's progress toward recapture of credits. In addition, students were tracked in their current classes to ensure daily on-time attendance and completion of all class requirements.

Forty-three students were initially referred to the C.A.R.E.S. program. A target group of thirty-four students participated with an average of 49% increasing their

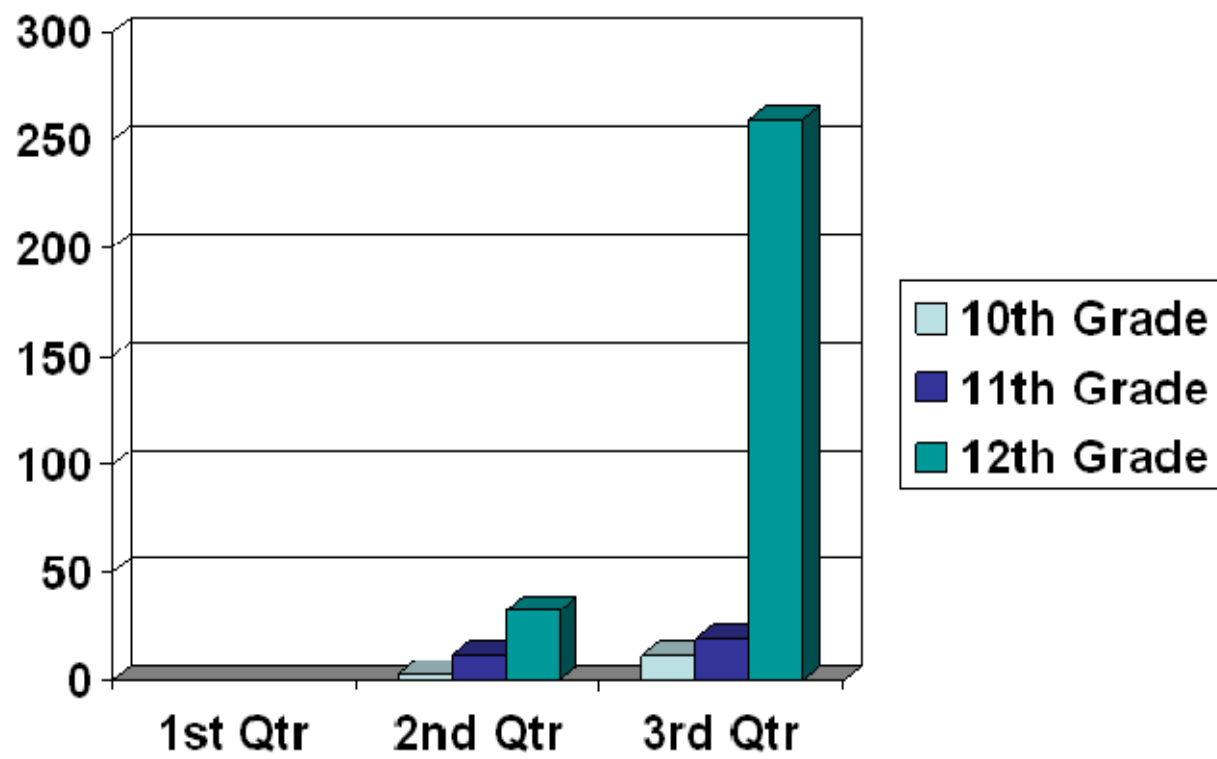
grade point average throughout the academic year. The results indicate that the program being offered to at-risk students is a clear motivation toward improvement of credits, grades, and study skills.

Overall Increase/ Decrease in Grade Point Average of Students in C.A.R.E.S. Classes

Student	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	Student	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter
#1	+30%	-55%	#18	+73%	+100%
#2	-11%	+110%	#19	+20%	-60%
#3	-70%	+107%	#20	+60%	+85%
#4	-18%	+10%	#21	+40%	+12%
#5	-95%	+1%	#22	+33%	+70%
#6	-10%	+10%	#23	-31%	+8%
#7	+39%	-20%	#24	-60%	-80%
#8	-25%	0	#25	-36%	0
#9	0	+180%	#26	+57%	+25%
#10	+1%	+4%	#27	0	+43%
#11	-10%	-50%	#28	-79%	0
#12	+40%	0	#29	+88%	-75%
#13	-11%	0	#30	0	+30%
#14	0	-35%	#31	0	+22%
#15	+10%	-25%	#32	0	-200%
#16	+4%	+11%	#33	0	-10%
#17	-28%	+20%	#34	+10%	0

**CCGP Data Project Reports, 2007  
Abstract (Small Group)  
Copper Hills High School  
June 2007**

Average % Increase of G.P.A.



Target Group: Sophomores

Target Group Selection is based on the schools' CSIP goal of greater participation of parents in their students' education at Hillcrest.

## **ABSTRACT**

During the 2005-2006 year we focused on improving the parent attendance at Junior SEOP conferences. This year we decided on changing the SEOP process from being conducted during the careers classes each quarter to holding them during English classes in February. Waiting until 3<sup>rd</sup> and 4<sup>th</sup> quarters is too late for some information to reach students re: classes and registration. The conferences were scheduled just prior to the UBSCT testing in order to disseminate information and impress upon the students the importance of the UBSCT. Parent attendance increased from 18% last year to 18.5%. While our numbers did not improve as much as we had hoped, we found that students were more engaged and took the process more seriously when they were conducted in an academic class.

## **PROJECT DESCRIPTION**

Introduction:

- The Utah CCGP Student Outcome for this project was based on Standard AL:C1
- Intended student behavior was increased GPA, increased attendance, and improved feelings of connections to Hillcrest High School.

Participants:

- Total Number of students participating: 407 sophomore students and their parents.

Method

- Post cards were mailed home with appointment times indicated. Reminders were made to the students several days prior to the SEOP conference in the English classes by the counselors. The counseling center secretary made reminder calls home the night before the appointment. Records were kept of parent attendance and compared to previous years. Records were kept of the number of make-up UBSCT exams this year compared with the number of make-up exams conducted last year.
- The time period was the month of February, 2007.
- Presentation: Sophomore English classes
- Evaluation Methods—Data was collected and compared for the number of SEOP conferences conducted to the number of students and parents attending both this year and last year. UBSCT make-up exams were compared from this year to last year.
- Counselors: Jeri Alcorn, Karen Brown, Eric Murdock, Paul Winkelman

## **RESULTS**

See Attached Data Sheet

## **DISCUSSION**

The number of students missing one or more UBSCT sub tests remained less than 5%. By disseminating information in English classes, students seemed to take the UBSCT test more seriously and experienced less anxiety concerning the test and consequences tied to the test results.

Conducting SEOP conferences in the English classes earlier in the school year, allowed students to be more involved, better prepared and more informed about their education and future opportunities.



# **HILLCREST HIGH SCHOOL SEOP INFORMATION 2006-2007**

**Sophomore SEOP's** are done in small groups through the English classes.

556 sophomore students have had an opportunity for a small group SEOP.

407 SEOP conferences were held (73.2%).

103 parent(s) accompanied their student.

**18.5% parent attendance compared to 18 % last year.**

304 (54.6%) students attended without their parent.

Junior students and their parents were invited to an SEOP conference that was done in conjunction with their registration for senior year. Statistics are as follows:

Total # in Junior Class: 527

Total # SEOP conferences held: 518 (98.2%)

374 parents accompanied their students.

**70.9% parent attendance compared to 64% last year.**

144 (27.3%) students attended without their parent.

**Senior SEOP's** are done by small group in September. Parents are invited and counselors go over a Senior Timeline for graduation, a graduation checklist, post high school plans/opportunities and college requirements.

470 seniors and their parents were invited for a small group SEOP.

404 total SEOP conferences were held (85.9%).

95 parents attended with their student.

**20.2% parent attendance compared to 21% last year.**

309 (65.7%) students attended without their parent.

## **UBSCT Make-Up Numbers:**

**2005 – 2006                      21 students missed one or more tests**

**2006 – 2007                      24 students missed one or more tests**

Target Group: Sophomores

Target Group Selection is based on: GPA 1.8 – 3.2

## ABSTRACT

The transition from Middle School to High School can be a difficult one and some students feel lost in the larger school arena. Our goal was to integrate sophomores more fully into Hillcrest's academic and extracurricular programs. Students with GPA's that fell between 1.8 – 3.2 that did not fall under the umbrella of Special Programs, ELL, Honors or IB were identified and placed into Sophomore House with 4 common teachers (English, World Civilizations, Biology, and Elementary Algebra). Sophomore House practices and activities included activities to build camaraderie (i.e. pizza parties, football game attendance, Boondocks), Sophomore House T-shirts, improved GPA/attendance reward programs, cross curricular field trips & projects, and common classroom procedures and syllabi. A control group with the same criteria was also identified to serve as a comparison. Sophomore House students had a higher average GPA compared to the control group in the 1<sup>st</sup> and 2<sup>nd</sup> quarters. As counselors added several at-risk students to the Sophomore House their 3<sup>rd</sup> quarter GPA was slightly lower than the control group. Although their overall GPA was lower 3<sup>rd</sup> quarter, several anecdotal reports to counselors showed increased attendance, improved attitude, and better overall connection with the school.

## PROJECT DESCRIPTION

### Introduction:

- The Utah CCGP Student Outcome for this project was based on Standard AL:A3.1 (Achieve School Success and Develop Basic Skills in Math...)
- Intended student behavior was increased GPA, increased attendance, and improved feelings of connections to Hillcrest High School.

### Participants:

- Total Number of students Participating: 65
- Target Group: 33

### Method

- Four teachers were identified (English, Math, Science, and World Civilizations) and they met together on a weekly basis to plan activities to build camaraderie (i.e. pizza parties, football game attendance, Boondocks), Sophomore House T-shirts, improved GPA/attendance reward programs, cross curricular field trips & projects, and common classroom procedures and syllabi. Teachers and counselors met periodically to discuss strategies and specific student concerns.
- The time period began in September and continued throughout the entire school year (2006-07) ending in May.
- Evaluation Methods: Data was collected at the end of each quarter. GPA and attendance averages were calculated for both Sophomore House students and the control group. A short survey was conducted at the end of the school year comparing the perceptions of Sophomore House students and the control group students about their feelings of connectedness with Hillcrest, expectations re: academic grades and attendance.
- Counselors: Jeri Alcorn, Karen Brown, Eric Murdock, Paul Winkelman

## RESULTS

See attached GPA and Attendance comparison.

Perception Survey showed:            Scored on a 5.0 scale

	Sophomore House	Control Group
Encouraged to improve GPA:	4.0	3.64
Expected to attend regularly:	4.42	3.64
Feeling of Connectedness:	3.89	3.14

## DISCUSSION

By embarking on this project we encountered serendipitous results such as providing a place for at risk new students to find common teachers and friends. This experience made them feel a more instantaneous acceptance at a new school.

Continually placing new students into Sophomore House classes tended to depress GPA and attendance numbers. However, we believe the benefits far outweighed the negative data results. One father credits his daughter's experience with Sophomore House as the sole reason she stayed in school.

Feedback from students, parents, and faculty was positive and has warranted increasing Sophomore House numbers to include two groups.

## SOPHOMORE HOUSE/06-07

Student	CUM GPA/9th	4th Q GPA/9th	1st Q GPA	Absences	2nd Q GPA	Absences	3rd Q GPA	Absences	4th Q GPA	Absences
	2.82	2.89	2.83	12	2.08	27	2.46	24	2.75	18
	2.81	2.39	2.96	8	1.96	19	2.75	21	1.29	47
	2.68	2.72	3.62	2	3.38	3	3.24	4	3.42	1
	2.53	2.17	2.75	4	1.71	12	1.91	15	2.66	15
	2.95	2.95	1.04	30	1.38	36	1.66	16	0.83	51
	2.17	2.38	4.00	0	3.71	0	2.74	11	2.95	7
	2.23	0.67	2.13	9	WD		WD		WD	
	2.31	2.89	3.95	3	3.86	4	3.66	14	3.23	5
	1.91	3rd Q/1.10	1.80	111	WD		WD		WD	
	2.52	2.57	1.75	8	1.42	11	0.88	18	1.62	10
	1.76	1.19	0.79	29	0.00	77	0.00	92	WD	
	2.37	2.33	2.70	4	WD		WD		WD	
			1.40	13	2.60	19	2.25	14	1.58	26
					New		0.66	14	1.09	52
			2.80	11	2.70	7	3.41	5	2.57	8
	3.05	3.06	2.86	1	2.05	0	1.90	12	2.52	4
	2.93	3.00	3.29	1	3.10	4	3.19	6	3.14	12
			3.10		3.30	12	3.85	67	3.61	5
					New		0.00	79	0	82
	2.55	2.48	2.17	14	2.33	32	0.58		1.08	57
	1.69	0.92	new		1.25	26	0.62	24	WD	
	3.00	2.94	3.43	7	3.20	11	3.19	7	2.8	27
					New		2.66	4	2.08	25
	2.25	2.06	2.38	1	2.43	0	2.66	4	2.85	0
	2.21	2.38	0.50	49	0.92	50	WD		WD	
	2.62	2.33	3.38	3	2.96	4	2.75	9	3.62	1
					New		WD		WD	
	2.30	2.00	2.83	5	2.54	10	1.83	30	2.37	27
	2.80	2.24	2.75	6	2.79	0	3.00	2	2.75	6
	3.41	3.06	3.67	2	3.46	14	3.62	16	3.83	6
	2.22	1.29	2.00	13	1.63	16	1.83	25	1.87	32
	2.09	2.19	2.21	19	1.25	33	1.75	37	3.2	5
AVERAGE	2.49	2.30	2.56	14.04	2.32	17.08	2.19	21.92	2.39	21.16

## SOPHOMORE HOUSE/06-07 /Control Group

Student	CUM GPA/9th	1st Q GPA	Absences 1Q	2nd Q GPA	Absences 2Q	3rd Q GPA	Absences 3Q	4th Q GPA	Absences
	1.98	1.40	23	0.50	42	0.00	69	0.29	71
	1.94	2.40	14	2.80	6	2.70	30	2.37	25
	1.82	0.60	26	0.30	30	0.00		WD	
	2.39	3.20	1	3.10	1	3.16	0	2.79	1
	2.35	1.30	5	1.40	4	1.47	3	1.95	9
	2.49	2.80	1	2.60	2	3.00	17	2.91	6
	2.24	0.50	9	0.50	39	0.42	48	0.70	35
	2.66	3.40	14	3.00	10	3.37	17	3.37	9
	3.16	0.00		WD		WD		WD	
	2.18	2.50	6	2.10	5	2.52	7	2.14	13
	3.15	3.40	1	3.70	19	3.71	3	3.41	10
	2.89	3.20	10	3.00	22	1.83	37	0.92	80
	2.61	3.60	0	3.70	9	3.75	5	3.50	13
	2.87	2.80		WD		WD			
	2.45	2.40	13	1.20	19	1.90	19	1.00	40
	2.93	1.70	19	0.60	34	2.41	33	1.16	34
	2.14	WD		WD		WD		WD	
	2.55	1.10	25	1.20	26	1.57	15	2.42	21
	3.03	WD		WD		WD		WD	
	1.91	WD		WD		WD		WD	
	2.46	2.80	17	1.40	12	1.87	30	2.50	30
	2.10	WD		WD		WD		WD	
	2.30	3.20	4	2.70	6	2.90	17	2.76	21
	3.16	2.10	6	2.20	0	3.04	13	2.75	1
	2.81	3.50	3	3.40	16	3.66	9	3.33	22
	3.00	3.40	7	2.90	6	2.52	12	2.57	17
	2.01	1.30	11	0.90	7	0.54	25	0.62	19
	2.72	2.30	17	0.50	55	0.75	29	0.95	53
	2.06	3.00	2	2.90	0	3.54	7	3.29	0
	2.13	2.70	3	1.80	0	3.04	8	2.79	0
	2.77	3.30	8	WD		WD			
	2.83	1.20	6	1.20	4	2.04	6	2.25	13
AVERAGE	2.50	2.33	9.65	1.98	14.96	2.23	19.13	2.20	

# SOPHOMORE HOUSE/06-07 /Control Group

Student	CUM GPA/9th	1st Q GPA	Absences 1Q	2nd Q GPA	Absences 2Q	3rd Q GPA	Absences 3Q	4th Q GPA	Absences 4Q
	1.98	1.40	23	0.50	42	0.00	69	0.29	71
	1.94	2.40	14	2.80	6	2.70	30	2.37	25
	1.82	0.60	26	0.30	30	0.00		WD	
	2.39	3.20	1	3.10	1	3.16	0	2.79	1
	2.35	1.30	5	1.40	4	1.47	3	1.95	9
	2.49	2.80	1	2.60	2	3.00	17	2.91	6
	2.24	0.50	9	0.50	39	0.42	48	0.70	35
	2.66	3.40	14	3.00	10	3.37	17	3.37	9
	3.16	0.00		WD		WD		WD	
	2.18	2.50	6	2.10	5	2.52	7	2.14	13
	3.15	3.40	1	3.70	19	3.71	3	3.41	10
	2.89	3.20	10	3.00	22	1.83	37	0.92	80
	2.61	3.60	0	3.70	9	3.75	5	3.50	13
	2.87	2.80		WD		WD			
	2.45	2.40	13	1.20	19	1.90	19	1.00	40
	2.93	1.70	19	0.60	34	2.41	33	1.16	34
	2.14	WD		WD		WD		WD	
	2.55	1.10	25	1.20	26	1.57	15	2.42	21
	3.03	WD		WD		WD		WD	
	1.91	WD		WD		WD		WD	
	2.46	2.80	17	1.40	12	1.87	30	2.50	30
	2.10	WD		WD		WD		WD	
	2.30	3.20	4	2.70	6	2.90	17	2.76	21
	3.16	2.10	6	2.20	0	3.04	13	2.75	1
	2.81	3.50	3	3.40	16	3.66	9	3.33	22
	3.00	3.40	7	2.90	6	2.52	12	2.57	17
	2.01	1.30	11	0.90	7	0.54	25	0.62	19
	2.72	2.30	17	0.50	55	0.75	29	0.95	53
	2.06	3.00	2	2.90	0	3.54	7	3.29	0
	2.13	2.70	3	1.80	0	3.04	8	2.79	0
	2.77	3.30	8	WD		WD			
	2.83	1.20	6	1.20	4	2.04	6	2.25	13
<b>AVERAGE</b>	<b>2.50</b>	<b>2.33</b>	<b>9.65</b>	<b>1.98</b>	<b>14.96</b>	<b>2.23</b>	<b>19.13</b>	<b>2.20</b>	<b>22.63</b>

[illegible]

Student	CUM GPA/9th	4th Q GPA/9th	1st Q GPA	Absences	2nd Q GPA	Absences	3rd Q GPA	Absences	4th Q GPA	Absences
	2.82	2.89	2.83	12	2.08	27	2.46	24	2.75	18
	2.81	2.39	2.96	8	1.96	19	2.75	21	1.29	47
	2.68	2.72	3.62	2	3.38	3	3.24	4	3.42	1
	2.53	2.17	2.75	4	1.71	12	1.91	15	2.66	15
	2.95	2.95	1.04	30	1.38	36	1.66	16	0.83	51
	2.17	2.38	4.00	0	3.71	0	2.74	11	2.95	7
	2.23	0.67	2.13	9	WD		WD		WD	
	2.31	2.89	3.95	3	3.86	4	3.66	14	3.23	5
	1.91	3rd Q/1.10	1.80	111	WD		WD		WD	
	2.52	2.57	1.75	8	1.42	11	0.88	18	1.62	10
	1.76	1.19	0.79	29	0.00	77	0.00	92	WD	
	2.37	2.33	2.70	4	WD		WD		WD	
			1.40	13	2.60	19	2.25	14	1.58	26
	New						0.66	14	1.09	52
			2.80	11	2.70	7	3.41	5	2.57	8
	3.05	3.06	2.86	1	2.05	0	1.90	12	2.52	4
	2.93	3.00	3.29	1	3.10	4	3.19	6	3.14	12
			3.10		3.30	12	3.85	67	3.61	5
	New						0.00	79	0	82
	2.55	2.48	2.17	14	2.33	32	0.58		1.08	57
	1.69	0.92	new		1.25	26	0.62	24	WD	
	3.00	2.94	3.43	7	3.20	11	3.19	7	2.8	27
	New						2.66	4	2.08	25
	2.25	2.06	2.38	1	2.43	0	2.66	4	2.85	0
	2.21	2.38	0.50	49	0.92	50	WD		WD	
	2.62	2.33	3.38	3	2.96	4	2.75	9	3.62	1
	New						WD		WD	
	2.30	2.00	2.83	5	2.54	10	1.83	30	2.37	27
	2.80	2.24	2.75	6	2.79	0	3.00	2	2.75	6
	3.41	3.06	3.67	2	3.46	14	3.62	16	3.83	6
	2.22	1.29	2.00	13	1.63	16	1.83	25	1.87	32
	2.09	2.19	2.21	19	1.25	33	1.75	37	3.2	5
AVERAGE	2.49	2.30	2.56	14.04	2.32	17.08	2.19	21.92	2.39	21.16

## **Abstract**

### **CCGP Data Project Report (Large Group)**

#### **Jordan High School**

**June 2007**

Jordan High School is currently undergoing a transition to smaller learning communities. This includes the creation of distinct career academies that allow students to focus on a “major” which directs their studies in a meaningful pathway to allow them to see school to work connections. Many pathways lead to college as a next step and college readiness is critical for many students. This study was designed to improve college readiness by increasing the number of junior students who take the ACT exam in April of the 11<sup>th</sup> grade year. Several strategies were implemented to increase awareness of the ACT exam and to facilitate timely registration. The intervention this year showed an increase of 4.22 % in the number of junior test takers over the previous year. This is a moderate increase which justifies continued efforts to focus counselor efforts in this area in the future as these initial efforts seem effective.



## **Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007**

School:	Jordan High School (Jordan School District)
Target Group:	Junior Class
Selection Basis:	In order to support the school CSIP goal of Smaller Learning Communities (the creation of Career Academies) and the school DSRL that it addresses, Life-Long Learning, college readiness as an extension of career academies is an important goal. Students must be prepared to take the “next step” to continue the pathway they have developed in their career academy. In many cases, this means applying to college.
Guidance Lesson Content:	Presentation of the purpose/importance of the ACT for college readiness. Students will receive ACT test information and a specific date for the April exam will be discussed during the SEOP meeting and written on the junior SEOP document (November/December). Counselors will visit all junior English classes just prior to the registration deadline for the April exam with registration materials (March). Public address system will be used by the counselors to remind students of registration deadline (March). ACT registration information and deadline for registration will be sent home in the community newsletter (February).
CCGP DRSL:	Increase the number of ACT test takers in the junior year to improve college readiness.
Curriculum/Materials:	ACT informational literature, ACT registration packets, Dates and link to ACT online registration posted on JHS Guidance Center website.
Start/End Dates:	November 2006/March 2007
Students Impacted:	600
Presentation:	Junior SEOP appointments and junior English classes.
Evaluation:	ACT profiles for the junior class will be compared between April 2006 and April 2007.

## **Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007**

Counselors:	Jamie Vargas, Pepper Poulsen, David Shirley, Suzanne Oakeson
Target Group:	Junior class
Curriculum/Materials:	ACT informational literature, ACT registration packets, Dates and link to ACT online registration posted on JHS Guidance Center website.
Start/End Dates:	November 2006/March 2007
Process Data:	595 students enrolled 2007 compared to 618 students enrolled 2006 (see attached Excel data)
Perception Data:	183 students tested April 2007 compared to 164 students tested April 2006 (see attached Excel data)
Results Data:	30.75% of the junior class took the ACT in April of 2007 compared to 26.53% of the junior class that took the ACT in April of 2006.
Implications:	Counselor guidance activities (Identification of the ACT test during the SEOP, classroom visits, P.A. announcements, community newsletter, and website access) appear to have an impact in increasing the number of ACT test takers in the junior year, therefore improving college readiness. Counselors should continue these interventions in the future and continue to look at ACT profile reports to determine guidance intervention effectiveness.

<b>DATA</b>	2006	2007
Enrollment of junior students in April	618	595
Number of junior students who took ACT in April	164	183
Percentage of junior students who took ACT in April	26.53%	30.75%

### **Abstract**

This project is an intervention study designed to determine if the gap between graduation rates of a targeted group of at risk seniors and the overall graduation rate could be significantly impacted. For the past two years, Jordan High School has had an overall graduation rate of 92% for both years (this is on-time graduation). In this study, 42 seniors were identified for special interventions that included monthly guidance meetings with counselors, quarterly contact with parents/guardians, and incentives for progress. In this year's study, the graduation rate of the target group was 76.6%. A longitudinal study is recommended to determine if the gap between the two rates (76.6% vs. 92%) can be significantly closed.

**Utah CCGP—Closing the Gap Action Plan (Small Group) 2006-2007**

School:	Jordan High School (Jordan School District)
Target Group:	Seniors with credit deficiencies ranging from 1.5 to 4.0
Selection Basis:	Seniors are selected on a basis of credit deficiency. The target group is those seniors who have a credit deficiency range between 1.5 and 4.0 credits at the beginning of their senior year. Students must not be on an IEP or receiving any other special services.
Intended Student Behavior:	Graduation
CCGP DRSL:	AL (A1.2, A1.3, A2.1, A2.2, A2.3, A3.3, A3.6, C1.1, C1.4, C1.5) LC (A1.1, A1.2, C1.5, C2.1, C2.3, C2.4) PS (A1.2, B1.1, B1.2, B3.3, C2.6, C3.1, C3.2)
Interventions:	This group of seniors is seen as very capable of graduating but needing extra guidance services to ensure their graduation from high school. All students identified will met monthly (at a minimum) with their guidance counselor to track and receive guidance and incentives as they progress towards graduation. In addition there will be a face to face meeting with each student and their parents early on in the school year and then follow-up meetings with parents on a quarterly basis. Students will also be referred to their respective assistant principals on a quarterly basis for additional support.
Resources:	Tracking sheets to ensure guidance goals, incentives (vending dollars, restaurant certificates, movie passes).
Evaluation Method:	Compare graduation rate of this group to overall school graduation rate.
Start/End Dates:	September 2006/June 2007
Students Impacted:	42

### **Utah CCGP—Closing the Gap Results Report (Small Group) 2006-2007**

Counselors:	Jamie Vargas, Pepper Poulsen, David Shirley
Target Group:	Seniors with credit deficiencies ranging from 1.5-4.0
Curriculum/Materials:	Tracking sheets/incentives/parental contact information
Start/End Dates:	September 2006/June 2007
Process Data:	42 students were initially identified as having credit deficiencies in the target range.
Perception Data:	Each counselor used a tracking sheet to document monthly student and quarterly parent meetings (see attached <i>.pdf</i> files)
Results Data:	23 of the 42 targeted students graduated from Jordan High on June 5, 2007. Twelve of the 42 transferred to an alternative high school. Seven of the 42 did not graduate.
Implications:	If transfer students are taken out of the equation, 76.6% of the remaining students that were being serviced graduated. Overall approximately 92% of all Jordan High seniors graduated on time. Recommendation is that the study/service continues for several years to see if the gap between the two percentages is lessened. This is the second year of this study. Last year, only overall graduation rates were studied. Last year (2006) the overall graduation rate was the same (approximately 92%) as this year. What needs to be studied, if the project is to continue, is the gap between the study group and the overall rate (76.6% vs. 92%).

# Senior "Closing the Gap" Tracking Sheet

VARGAS

Graduate's Name	Shortage 1st Qrt.	Initial Parent/Student Meet Date	October Meeting	Shortage 2nd Qrt.	November Meeting	Parent Contact	December Meeting	January Meeting	Shortage 3rd Qrt.	February Meeting	Parent Contact	March Meeting	Shortage 4th Qrt.	April Meet	Parent Contact	May Meet	Parent Contact	Graduation ?
	2.25	N/A	✓	2.25	11-20	N/A	12-5	1-14	2.25	2-1	2-12	Teen Mother Program						
	2.25	9-26	✓	2.25	11-20	12-19	12-14	1-23	2.25	2-14	2-28	3-15	2.0	4-10	4-20	5-11	5-11	NO
	1.75	9-26	✓	2.25	11-21	12-19	12-1	1-23	2.50	2-13	2-28	3-15	2.25	4-11	4-17	5-16	5-16	NO
	2.5	9-11	✓	2.25	11-17	12-19	12-4	1-10	2.25	2-2	2-2	3-15	2.25	4-11	4-20	5-2	5-24	NO
	2	9-25	✓	3.0	11-21	12-19	12-12	1-17	3.0	2-8	2-28	3-5	1.0	4-11	4-20	5-9	5-28	YES
	2	9-27	✓	1.75	11-21	12-20	12-14	1-16	1.50	2-14	3-9	3-19	1.0	4-11	4-20	5-9	5-30	YES
	1.5	9-26	✓	1.5	11-21	12-20	12-1	1-9	2.0	2-12	2-12	3-27	2.0	4-19	4-20	5-16	5-31	YES
	1.75	9-27	✓	2.0	11-21	12-12	12-1	1-5	2.50	2-12	2-22	3-12	2.75	4-13	4-20	5-3	5-2	NO
	2.25	10-6	✓	2.50	11-30	12-12	12-4	1-12	2.50	2-12	3-9	3-30	2.75	4-23	4-20	5-11	5-11	NO
	3.5	9-26	✓	4.25	11-21		12-6	1-16										
	1.75	8-25	✓	1.75	11-21	12-12	12-4	1-16	2.75	2-12	2-28	3-19	2.50	4-16	4-20	5-11	5-10	YES
	1.75		✓	1.50				1-16										
	2.75	9-8	✓	1.00														
	1.5	10-6	✓	1.75	11-23	12-12	12-1	1-24	1.75	2-15	3-9	3-9	.50	4-13	4-17	5-21	5-21	YES

# Senior "Closing the Gap" Tracking Sheet

Graduate's Name	Shortage 1st Qrt.	Initial Parent/Student Meet Date	October Meeting	Shortage 2nd Qrt.	November Meeting	Parent Contact	December Meeting	January Meeting	Shortage 3rd Qrt.	February Meeting	Parent Contact	March Meeting	Shortage 4th Qrt.	April Meet	Parent Contact	May Meet	Parent Contact	Graduation ?
	2.00	9/5/06		2.00	11/20	11/20	12/4	1/26	1.25	2/6	2/4	3/14	1.25	4/10	Cleared		6/5	
	2.50	9/5/06		3.00	11/20	11/20	12/4	1/26	5.0				Drop Non-Attendance					
	1.50	9/5/06		1.50	11/22	11/22	12/18	1/17	1.50	2/7	2/7	3/14	1.50	4/12	Clear		5/24	
	3.25	9/5/06		3.50	11/20	11/20	12/7	1/10	3.00	2/7	2/7	3/12	2.75	4/12	4/12	Cleared	5/31	
	1.75	9/5/06		1.75	11/21	11/21	12/12	1/17	1.75	2/7	2/7	3/22	1.75	4/18	4/18	Cleared	5/16	
	1.50	9/5/06		2.0	11/21	11/21	12/18	1/24	1.00	2/7	2/7	3/20	1.00	4/13	Cleared			
	1.75	9/5/06		1.75	11/21	11/21	12/12	1/16	2.50	2/7	2/7	3/19	2.75	4/12	Cleared		6/5	
	2.00	9/6/06		2.00	11/20	11/20	12/14	1/10	1.50	2/8	2/8	3/12	.75	4/13	Cleared		5/16	
	2.00	9/6/06		.75	11/22	11/1	12/14	1/25	1.00	2/7	2/7	3/15	1.00	4/12				
	2.00	11/27/06	11/23							Valley								
	3.25	9/6/06		3.50	11/22	11/22	12/20	1/10	2.75	2/9	2/9	3/22	3.25	4/18	4/18	Clear	6/5	
	3.25	9/6/06		3.75	11/20	11/20	12/4	1/16	4.50	2/13	2/13	3/9	3.75	4/20	4/20	Cleared	5/31	
	1.50	9/6/06	11/20	1.50	11/22	11/17	12/8	1/10	1.50	2/7	2/7	3/12	.75	4/10	4/10	Cleared		



# Senior "Closing the Gap" Tracking Sheet

Graduate's Name	Shortage 1st Qrt.	Initial Parent/Student Meet Date	October Meeting	Shortage 2nd Qrt.	November Meeting	Parent Contact	December Meeting	January Meeting	Shortage 3rd Qrt.	February Meeting	Parent Contact	March Meeting	Shortage 4th Qrt.	April Meet	Parent Contact	May Meet	Parent Contact	Graduation ?
Chadwick, PA - 110	1.5	WD <sup>10/10</sup>	Y	1.5	9/21	9/21	X	Withdrawn										
	1.5		Y	2.5	9/22	9/22	11/1	11/12	2.5	11/1								
	4.0	WD <sup>10/11</sup>	Y	5.25	9/22	9/22	11/1	11/3	X	Withdrawn								
	1.5		Y	4.75	9/23	9/23	11/5	11/3	1.5	9/5	11/6	3/12	6.50	4/12	4/12	5/28	N/A	11/1
	2.5		Y	2.50	9/26	9/26	11/5	11/3	1.50	2/5	4/5	3/13	5.0	4/12	4/12			
	3.5		Y	3.50	9/26	9/26	11/6	11/5	2.75	2/5	2/5	3/13	2.0	4/14	4/14	5/31	N/A	11/1
	2.0	WD <sup>9/14</sup>	Y	3.0	9/18	9/18	X	Withdrawn										
	6.25	WD <sup>10/11</sup>	Y	6.25	9/27	9/25	X	Withdrawn										
	16.25	WD <sup>10/30</sup>	Y	16.25	9/23	9/14	X	Withdrawn										
	2.75		Y	2.75	9/28	9/30	11/4	11/2	2.75	2/6	2/6	3/13	2.25	1/25	2/25	3/25	2/25	5/11/20
	2.25	WD <sup>10/9</sup>	Y	2.25	9/28	9/28	X	Withdrawn										
	4.50	WD <sup>10/10</sup>	X	4/22	9/1	11/1	12/5	X	Withdrawn									
	1.50		X	1.50	6/29	9/5	12/2	2/2	1.75	2/12	2/16	2/13	2.0	4/24	4/24	N/A	11/1	11/1
	4.25		Y	4.25	9/26	9/26	11/10	2/3	2.25	2/10	2/10	3/13	11/1					

# Utah CCGP-Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2007

**School:** Riverton High School **District:** Jordan School District

**Target Group** (whole school, entire class): Incoming Sophomores

**Target Group selection is based upon the following data/information/school improvement goal:** Many students find the transition from middle school to high school difficult. As a result, the Riverton High School counselors decided to host a four-day summer Institute for incoming sophomores to help ease the transition and motivate students to get involved. The institute will be advertised to all incoming sophomores and will be open to the first 200 sophomores who sign up to participate in a series of workshops that will help them get acquainted with other students and to develop skills that will help them have a great year. The institute will be free of charge.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will participate in activities designed to help them 1) develop new friendships, 2) alleviate concerns about starting high school, and 3) develop skills that will help them experience success during their high school years.	<u>RHS DRSL:</u> Citizenship: Students will be on time, be involved, and be prepared for life.  <u>UCCGGP Student Outcomes:</u> • Academic//Learning Development A1, A2, and A3 • Personal/Social Development A2 and C3	Computer Concentration Game about Administration, Faculty , & Staff  Get Acquainted Games / Trust Activities  School Scavenger Hunt  Lessons on Time Management, Study Skills, Team Building, Goal Setting, and Working with Teachers  Barbeque with Administration	Flyers Advertising the Institute  Computer & Projector  Instructions for School Scavenger Hunt  Prizes for Games  Handouts on Time Management, Study Skills, Goal Setting, Getting Involved  Student Planners  T Shirts  Counselors, Student Body Officers, and Administrators	At the end of the institute, students will be asked to complete an evaluation form.	08/13/2007 to 8/16/2007 from 11:00 p.m. to 12:00 p.m. each day	200 Students

Signature on File  
**Principals Signature**

6/06/2007  
**Date**

1/24/2006  
**Date of Staff Presentation**

Nancy Karpowitz  
**Prepared By**

\*adapted from the ASCA national Model for School Counseling Programs



## Utah CCGP – Intentional Guidance Activities Results Report (Large Group) 2006-2007

**School:** Riverton High School

**District:** Jordan School District

**Target Group:** Incoming Sophomores

**Target Group selection is based upon:** Sophomore Summer Institute will be advertised to all incoming sophomores and will be open to the first 200 sophomores who sign up to

participate

### ABSTRACT

To help students transition to high school, a summer institute for incoming sophomores was instituted. Students received flyers advertising the institute in their registration packets, and they signed up for the institute during registration. Over the course of four days, students participated in a variety of activities designed to help them develop new friendships, alleviate concerns about starting high school, and review skills that can help them experience success during their high school years. Surveys completed by students at the end of the institute showed that students viewed the institute favorably and would recommend it to their friends.

### PROJECT DESCRIPTION

#### Introduction:

Many students find the transition from middle school to high school difficult. As a result, the Riverton High School counselors decided to host a four-day summer institute for incoming sophomores to help ease the transition and motivate students to get involved. The institute will be held prior to the start of the school year and will be free of charge. Each day of the institute, students will participate in a variety of activities and workshops to help them get acquainted with other students and to develop skills for success.

#### Participants

The institute will be advertised to all incoming sophomores and will be open to the first 200 sophomores who sign up to participate. This year, 83 students were involved in the institute.

#### Method

- Guidance Lesson Content

Students will participate in activities designed to help them

- 1) develop new friendships,
  - 2) alleviate concerns about starting high school, and
- review skills that will help them experience success during their high school years

- Curriculum and Materials

- 1) Computer Concentration Game about Administration, Faculty, & Staff
- 2) Get Acquainted Games / Trust Activities
- 3) School Scavenger Hunt
- 4) 20 Minute Lessons on Time Management/Goal Setting, Organization/Study Skills, and Working with Teachers
- 5) Team Building Activity: Building Balloon Towers
- 6) Distribute T-Shirts and Take Pictures of Students Grouped by the Month in which They Have Birthdays. (For Display in the Counseling Office)
- 7) Barbeque/Closing Social with Administration

- Project Start and End Dates: 8/13/2007 – 8/16/2007 from 11:00 a.m. – 12:00 p.m.

- Class or Subject in which the Lesson will be Presented:

Sophomore Summer Institute will be held on 4 consecutive days prior to the start of the school-year.

- Evaluation Method:

Participants will complete an open-ended questionnaire at the end of the institute.

- Counselors(s): Nancy Karpowitz, Teresa Klanderud, Janeen McMillan, Jerry Payne, and Debi Warr
- Other Support Staff:  
Daily: Student Body Officers  
Barbeque/Closing Social: Principal, and Vice Principals

## RESULTS

The open-ended questionnaire was distributed to all of the students who attended the barbeque/closing social, but only 42 participants turned in a completed questionnaire. Some students listed several answers for each question. The responses to each of the six questions on the questionnaire are summarized as follows:

1. Why did you sign up for Sophomore Institute?
  - The top reasons for signing up for the institute were social  
Sounded Fun/Interesting (15 Students)  
Wanted to Get Acquainted/Meet New Friends (8 Students)  
Were Recruited by a Friend (3 Students)  
Did Not Have Anything Better to Do (3 Students)  
Wanted to Meet Faculty (1 Student)  
Wanted to Meet the Student Body Officers (1 Student)
  - The next main reason was because a parent signed them up (9 Students)
  - There were some reasons related to school.  
Wanted to Get to Know the School (8 Students)  
Wanted to Learn How to Be Organized (3 Students)  
Wanted to Learn Study Skills (1 Student)
  - One student signed up because it was free.
2. What was your favorite activity?
  - The favorite activities were related to the social aspects of the institute.  
Team Building Activities (14 Students)  
Barbeque/Closing Social (9 Students)  
Learning Cheers & School Song (4 Students)  
Making Friends (1 Student)  
Getting a T-Shirt/Having Pictures Taken with Other Students (1 Student)
  - The school related activities were the also favorite activities of many of the students.  
School Scavenger Hunt (9 Students)  
School Success Workshops  
Getting Teachers to Work for You (7 Students)  
Time Management Game (7 Students)  
Organization (6 Students)
3. List 3 new friends  
All but 4 of the students were able to list three new friends, and all but one student were able to list at least 1 new friend.
4. What is your biggest concern about starting high school
  - The biggest concerns were school related.  
Getting Lost/Getting to Know the School (26 Students)  
Homework and Getting It Done (4 Students)  
Waking Up on Time (3 Students)  
Grades (1 Student)  
Block Schedule (1 Student)  
Not Having Free Time (1 Student)

- Some students also had social concerns.  
Not Having Friends/Fitting In (5 Students)  
Being Involved (1 Student)  
Number of Students (1 Student)  
Being the Underdog (1 Student)  
Rude Students Who Did Not Attend the Institute (1 Student)  
Mean Teachers (1 Student)
- Only 2 students did not have any concerns.

5. Has Sophomore Institute helped you feel better about that concern? How?

- A majority of the students felt that the institute had helped them feel better about their concerns.  
Yes (24 Students)  
Sort Of (11 Students)  
No (7 Students))
- The following comments were made to show how concerns were addressed.  
Got to Know the School (10 Students))  
Learned A Lot (6 Students)  
Got to Know More Students (6 Students)  
Feel More Prepared (1 Student)  
Learned to be Organized and have a Plan (1 Student)  
Learned How to Have Less Stress & Handle It Better (1 Student)  
Was Told Teachers are Nice (1 Student)  
Group Activities (1 Student)  
It's been a good experience. (1 Student)  
I didn't help with main concern but did help with others (1 Student)  
I didn't get to go to own classes (1 Student)  
I am still concerned about rude students who didn't attend Sophomore Institute. (1 Student)

6. Would you recommend Sophomore Institute to a friend?

- All but one student said they would recommend Sophomore Institute to a friend.  
Most Definitely/Absolutely/Heck Yes! (3 Students)  
Yes (34 Students)  
Sure (4 Students)  
No Response (1 Student)

DISCUSSION
------------

By all measures the first annual Riverton High School Sophomore Summer Institute was a success. Even though the counselors planned for 200 students and only 82 signed up to participate, everyone was pleased with the response. Throughout the entire institute there was a positive energy and students seemed excited to be there and be involved each day. Support of the administration was a key factor. Principal Park provided funds for the student planners, specially designed t-shirts, prizes for games, and the barbeque. The vice-principals cooked and served at the barbeque, and Principal Park talked to the students both individually and as a group and gave prizes to students who could sign the school song. The student body officers were a tremendous support and helped get things going every day with cheers and ice breakers. They participated in workshops and encouraged students to attend. Planners that were not given out at the institute were distributed to students throughout the fall during conferences with counselors. Extra t-shirts will be used for next year's summer institute. The favorable comments and ratings students provided on the questionnaire reinforced the general feeling that this was a worthwhile as well as fun activity. This is definitely a tradition Riverton High School will continue.

# Utah CGP Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2007

**School:** Riverton High School

**District:** Jordan School District

**Target Group:** Randomly selected students with a cumulative GPA in the 1.5 –2.5 range at the end of 8<sup>th</sup> grade.

**Target Group selection is based upon the following data/information/school improvement goal:** This is a joint project in which middle school counselors in the feeder schools will identify 20 students per school based on cumulative GPA at the end of 8<sup>th</sup> grade. They will begin meeting with students during the 9<sup>th</sup> grade year, and high school counselors will continue meeting with students through 12<sup>th</sup> grade. A control group of 20 students per school will also be tracked.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<p>Students will identify strategies and set goals to help them Increase their GPA's.</p> <p>Student's will improve their GPA's.</p>	<p><u>RHS DRSL:</u> Students will achieve higher critical thinking skills as demonstrated by improved student achievement</p> <p><u>UCCGP</u> <u>Student Outcomes:</u> Academic/ Learning Development A1, A2, &amp; A3</p>	<p>Before midterm, selected students will meet individual with their counselor to set GPA goals and identify strategies to reach their goals.</p> <p>Toward the end of the term, students will meet with their counselor for a follow up evaluation.</p>	<p>Power School Grade and Attendance Reports</p> <p>Delta System Report Cards</p> <p>Goal Setting Sheets</p> <p>Lists of Target and Control Groups from the Middle Schools.</p> <p>Database of Student GPA's.</p>	<p>Access and measure increase in GPA data gathered from Power School and the district Delta system.</p> <p>Compare trends in the GPA's of the target group to those of the control group/</p>	8/06 – 8/07	60 students at each grade level

Signautre on File

**Principals Signature**

06/06/2007

**Date**

08/21/2006

**Date of Staff Presentation**

Nancy Karpowitz

**Prepared By**

\*Adapted from the ASCA national Model for School Counseling Programs



## Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

**School:** Riverton High School

**District:** Jordan School District

**Target Group:** Incoming Sophomores

**Target Group selection is based upon:** Randomly Selected Students with a Cumulative GPA in the 1.5 – 2.5 Range at the End of 8<sup>th</sup> Grade

### ABSTRACT

This study measures the impact of regularly scheduled student meetings with counselors on GPA. Target and control groups consist of randomly selected students with GPA's in the 1.5 – 2.5 range. Students are identified in 9<sup>th</sup> grade. Counselors meet individually with students two times per term in 9<sup>th</sup> and 10<sup>th</sup> grades, one time per term in 11<sup>th</sup> Grade, and one time per semester in 12<sup>th</sup> Grade. Student progress is evaluated on an informal basis at each individual meeting. While the results were not as consistent in demonstrating a positive trend as the results from last year's study, a formal evaluation comparing trends in the GPA's of the target group to those of a control group suggests that regular one-on-one meetings may have a positive on student performance as measured by GPA.

### PROJECT DESCRIPTION

#### Introduction:

This is the fourth year of a joint project for the Riverton High cone. The original plan was for middle school counselors to meet with the target group two times per term during the 9<sup>th</sup> grade year and for high school counselors to continue meeting with these students two times per term until the end of their 12<sup>th</sup> grade year. Modifications have been made in the project each year to make the project more manageable and to improve the validity of the study. This is the second year in which a control group has been in place. Students who were in the target group prior to the implementation of a control group were dropped from the study. Currently only 10<sup>th</sup> and 11<sup>th</sup> Graders are being tracked at Riverton High School. The goal for this year was to have counselors meet with 10<sup>th</sup> Graders two times per term and with 11<sup>th</sup> Graders one time per term.

Students involved in the project are selected by the three middle schools in the Riverton High cone. Every year, the feeder schools identify 20 students per school to participate in the project as well as 20 students per school to serve as a control group. Selection is based on cumulative GPA in the 1.5 – 2.5 range at the end of 8<sup>th</sup> grade. The study was undertaken to determine if having regularly scheduled meetings with students would have a positive impact on their school performance as measured by an increase in GPA.

The study correlates with the following UCCGP Student Outcomes: Academic Learning A1, A2, and A3. It also correlates with the following Riverton High Desired Result for Student Learning: Students will achieve higher critical thinking skills as demonstrated by improved student achievement. The study seeks to help students identify areas of concern, learn strategies for improved academic performance, and set GPA goals.

#### Participants

- Number of Students Participating/Affected: 48 Sophomores and 28 Juniors
- Target Group and Control Group: Randomly Selected Students with a Cumulative GPA in the 1.5 – 2.5 Range at the End of 8<sup>th</sup> Grade

#### Method

- Guidance Lesson Content
  1. Before each midterm grading period, students in the target group will meet individually with their counselor to discuss academic strengths, areas of concern, and strategies to improve classroom performance. They will also set one or two GPA-related goals.



2. Toward the end of each term, students will meet with their counselor for a follow-up evaluation and to set goals for the coming term.

- Curriculum and Materials

1. Lists of Target and Control Groups from Each Middle School
2. Power School Grade and Attendance Reports
3. Delta System Report Cards
4. Student Self-Evaluation Checklists of Skills that Contribute to Academic Success
5. Goal Setting Worksheets
6. Database of Student GPA's

- Project Start and End Dates: 8/06 – 8/07

- Class or Subject in which the Lesson will be Presented: Individual Meetings with Students

- Evaluation Methods

1. Informal Methods

- a. Keep a record of student academic goals
- b. Provide a small reward (e.g., pop or candy bar) if students reach academic goals

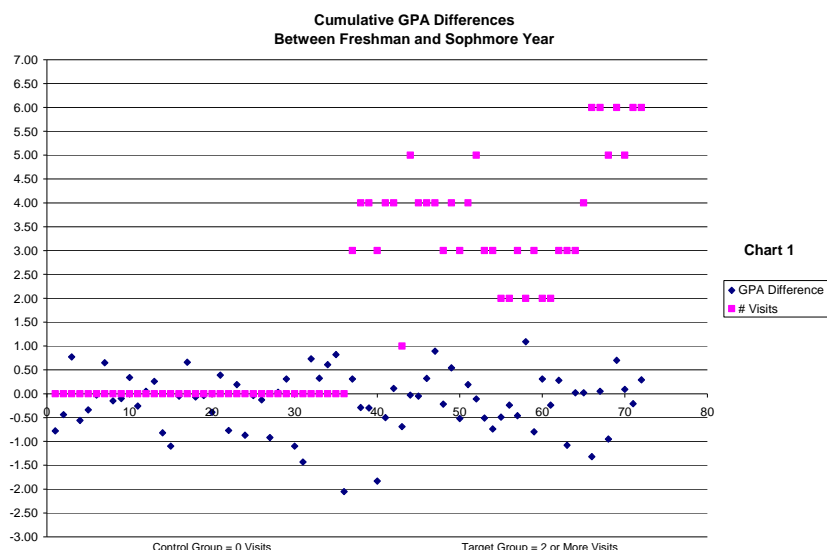
2. Formal Methods

- a. Record the number of individual meetings with students each term.
- b. At the end of each term, record GPA data from District Power School and Delta System.
- c. Compare trends in the GPA's of the target group to those of the control group.

- Counselors(s): Nancy Karpowitz, Teresa Klanderud, Janeen McMillan, Jerry Payne, and Debi Warr

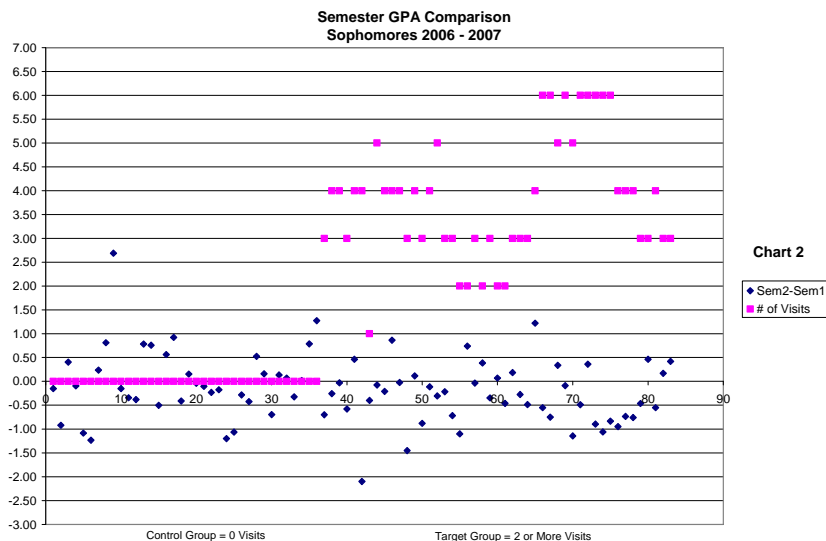
## RESULTS

Last year, a comparison of the difference in the cumulative GPA trends suggested that individual meetings with students on a regular basis may have a positive impact on GPA even though the GPA's of both the target group and control group fluctuated both positively and negatively.



This year, a comparison of the difference in the cumulative GPA trends produced similar results. Once again, even though the cumulative GPA's of students in both groups fluctuated both positively and negatively, a higher percentage of students in the target group showed increases and a lower percentage showed decreases. In the target group, 43% of the students show an increase in cumulative GPA while only 39% of the students in the control group showed an increase. When examining decreases in cumulative GPA, 57% of the students in the target groups showed declines as compared to 61% of the students in the control group. (See Chart 1)

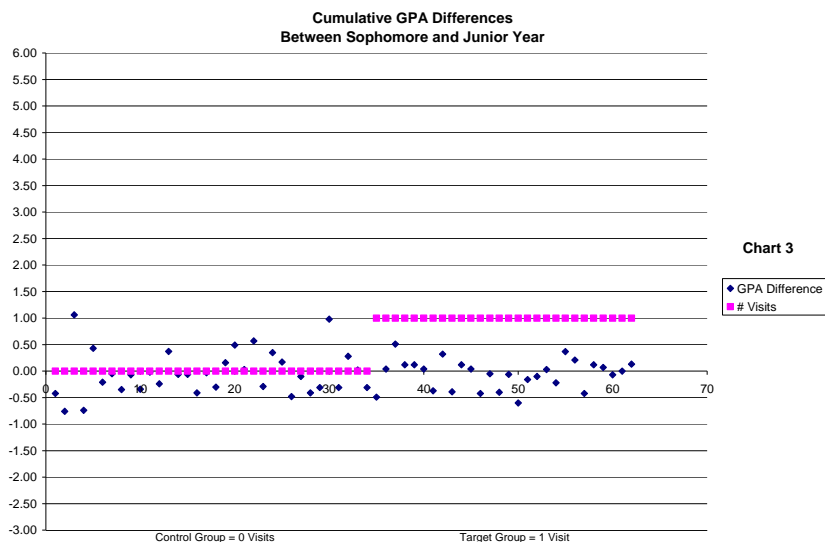
Last year, as an added measure of comparison, the average GPA for 1<sup>st</sup> Semester was compared to the average GPA for 2<sup>nd</sup> Semester, and it also showed favorable trends for the target group. This year, a comparison of the difference between the cumulative GPA at the end of 10<sup>th</sup> grade to the cumulative GPA at the end of 9<sup>th</sup> grade, showed an opposite trend. (See Chart 2)



The average semester GPA's of students in both groups once again fluctuated both positively and negatively. However, only 28% of the students experienced an increase in average semester GPA as compared to 44% of the students in the control group. In addition, 72% of the students in the target group experienced a decrease in average semester GPA, and only 56% of the students in the control group showed a decrease in average semester GPA. (See Chart 2) This comparison does not suggest that meeting individually with students on a regular basis has a positive impact on GPA. However, it since it only indicates trends in fluctuation of GPA not actual GPA's, another comparison was made.

A comparison of the average cumulative GPA's of both the target group and the control group does suggest that individual meetings with students do help. Even though both groups experienced an overall decline in average cumulative GPA, the target group did not experience as large of a decline as the control group. At the end of 9<sup>th</sup> grade, the average GPA of the target group was 2.29. At the end of 10<sup>th</sup> grade, the average cumulative GPA of the target group was 2.13. At the end of 9<sup>th</sup> grade, the average cumulative GPA of the control group was 2.28, and at the end of 10<sup>th</sup> grade the average cumulative GPA of the control group was 1.19. Even though the target group showed a decline of .16 points, the grade equivalent of average cumulative GPA was still a C. The decline experienced by the control group was 1.09, and the grade equivalent of the average GPA dropped from a C to a D. At the end of 9<sup>th</sup> grade, the number of students in both groups with a GPA below 2.0 was comparable. Only 12 of the students in the target group had a cumulative GPA of less than 2.0, and only 9 of the students in the control group had a cumulative GPA of less than 2.0. At the end of 10<sup>th</sup> grade, only 12 of the students in the target group had a cumulative GPA of less than 2.0, but 20 students in the control group with a cumulative GPA of less than 2.0.

The original intent of the project was for counselors to meet with the target group of juniors once per semester. However, because of an increase in student: counselor ratio and additional counselor responsibilities, none of the counselors was able to reach this goal. However, a comparison was still made of the differences in cumulative GPA between the sophomore and junior year for both groups. (See Chart 3) In the chart, the target group is distinguished from the control group by one meeting just for the sake of identification.



Even though the counselors did not schedule regular meetings with the target group, a higher percentage of students in the target group showed increases in cumulative GPA and a lower percentage showed decreases than in the control group. In the target group 54% of the students showed an increase in cumulative GPA as compared to 35% of the students in the control group. In the target group, 46% of the students showed a decline in cumulative GPA as compared to 65% of the students in the control group. A comparison of the differences average semester GPA's and of the actual grade equivalent of average cumulative GPA's was not made for juniors.

## DISCUSSION

Counselors struggled to meet the goal of seeing each sophomore in the target group two times per quarter, and they did not meet with the juniors as planned. During 2<sup>nd</sup> Semester, an intern was assigned to Riverton, and after training, she assumed the responsibility of meeting with students in the target group. Even though, she was able to devote a majority of her time to the project and spend longer time in preparation and consultation, she was not able to meet with each sophomore two times per term. Absences and teacher concerns about releasing students from class when they were sent for contributed to the difficulty of meeting with each student two times per term.

Even with the challenges with meeting the goals of the project, a higher percentage of students in the target group did show an increase in cumulative GPA and a lower percentage of students in the target group showed a decrease in cumulative GPA. Although the differences between the target group and the control group were not as large as last year, the trend suggests that regular one-on-one meetings may have a positive impact on a student's GPA. If meetings would have been more consistent, the differences might have been greater and the trends in the comparisons of the average semester GPA's might have been more supportive of the hypothesis. Even though the comparisons of differences in average semester GPA were not very encouraging, the comparison of the average grade equivalent of cumulative GPA also suggested a positive outcome.

Although the counselors schedule meetings with the juniors in the target group, the fact that the target group of juniors showed more increases in cumulative GPA and fewer decreases than the control group suggests that the regularly scheduled meetings with counselors during 9<sup>th</sup> and 10<sup>th</sup> grade might have some long term effects. During those meetings students analyzed strengths and weaknesses and set goals for improvement

While the results are not dramatic, there is some indication that the intervention we are trying does have somewhat of a positive impact on students' GPA. In addition, the benefits of a counselor student relationship and informal meetings outside of the counseling office are hard to measure objectively and the data does not show other subjective benefits of the intervention, such as improved confidence or attitude on the part of the students and a more unified cone system that is more focused on coordinating work with at-risk students.

## Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

**School:** Valley High (Alternative High School – Jordan District)

**Target Group:** 2006/2007 student body of Valley High

**Target Group selection is based upon:** Lack of success at boundary school, parent or student request and subsequent administrative referral.

### ABSTRACT

The project was initiated to increase school retention for students in our district at high risk of dropping out. Several strategies were implemented to facilitate reaching the goal. Five components of our program included: *Class placement* - students were placed in specific English classes based on scores earned on the Gates/McGinitie Assessment. *Outreach* – students, and/or parents receive a phone call on the second absence in any class informing them of the students' attendance and reminding them of the school attendance policy and the fact that they are in jeopardy of being dropped from the class. *SEOP/Registration meetings* – Counselors meet individually with each student and/or their parents quarterly. Academic and career goals are discussed and credit status reviewed and class selection is made based on student goals. *Career Exploration* - students completed a variety of self interest inventories as well as specific career studies. *Limit Class Size* – Classes are capped at 20 students allowing more individualized attention. Participants included the entire student body, counselors, the school psychologist, careers and outreach assistants. It was expected that school retention rates would go up. Statistics showed that 64% of all students who enrolled at Valley stayed.

### PROJECT DESCRIPTION

#### Introduction

Desired Results for Student Learning

- 1- Critical Thinking
- 2- Problem Solving
- 3- Personal Responsibility

Utah CCGP Student Outcome Standards and Competencies

- 1- AL;A
- 2- AL;B
- 3- AL;C

#### Participants

- (enter total number of students who have registered at Valley High 2006-2007 school year)
- 2006-2007 student body of Valley High School

#### Method

- Guidance lessons addressing the following: Decision Making, Problem Solving, Self-Esteem, career exploration,
- Curriculum and Materials include: Gates/McGinitie assessment, The Social Skills Program, The Self Esteem Program, Decision Making, Choices Career Exploration, Interest Inventories, Guest Speakers, and field Trips.
- August 2006 thru May 2007
- Assessment will be conducted in school orientation meeting, lessons delivered in careers classes, peer leadership groups, and financial literacy classes.
- Evaluation will be based on the percentage of registered students who remain enrolled at or graduate from Valley High School.
- Raylene Glover, David Tangaro, Valorie Brandt

## RESULTS

Nine hundred and twenty-one students enrolled at Valley High throughout the 2006-2007 school year. These are students who face many obstacles (personal, environmental, and academic), in pursuing their education. Sixty four percent of these students stayed in school until the end of the year. We are encouraged by the number. As a new counseling team, it is our hope to increase the percentage in the coming years.

## DISCUSSION

We believe the data show that the efforts have been successful. We would like to implement additional strategies with those students who arrive at Valley significantly credit deficient. These students seem to be where we are experiencing the biggest loss. If we can motivate these students to remain despite the fact that they will need to finish up Southpointe- Adult High School we feel that would be a positive step. New efforts this year included mailing a senior deficiency letter in February, a letter informing junior students of specific deficiencies and recommendations for summer school classes. In addition, we provided the counselors at the Adult High School information pertaining to the students who would benefit from their services hosting a meeting where students were able to register for the adult high school.

---

Donald Link – Principal

---

Raylene Glover – Counselor

---

David Tangaro – Counselor

---

Valorie Brandt – Counselor

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.  
Used with permission.

## Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

**School:** Valley High

**Target Group:** 11 & 12 grade

**Target Group selection is based upon:** Comprehensive School Improvement Plan, Desired Results for Student Learning and the school's needs assessment

### ABSTRACT

Counselors conducted a needs assessment in October 2005. The top three areas of need identified by students, parents, and teachers were: decision making, self esteem and problem solving. Based on multiple research studies we found that among the many benefits service learning facilitates critical thinking skills, a situation for students to apply their knowledge within the community, increase civic and personal responsibility as well as a marked increase in students self esteem.

Participants were involved in 5 service learning activities. Projects were student driven. They included a food drive, making blankets for the homeless shelter, knitting caps for cancer patients at Primary Children's Hospital, making and delivering 160 Easter Baskets to the Boys' and Girls' Club in Midvale, and volunteering 4 hours a week at the Boys' and Girls' Club in Midvale.

### PROJECT DESCRIPTION

#### Introduction

Utah CCGP Student Outcome Competencies

- AL;A1- Develop a positive academic self-concepts
- AL;B1- Relate school to life experiences
- LC;A1- Develop self-knowledge through experience and exploration
- MG;A1 Display a deep regard for self and others

Intended Student Behavior

- Students will participate in random acts of kindness and organized projects aimed at increasing self esteem.

**Participants** 80 students participated in one or more projects

- Students were referred or volunteered to participate in service learning activities

#### Method (the What, When and Where and How)

- Counselors taught guidance lessons covering topics including: decision making, self-esteem, problem solving, service-learning
- Guidance curriculum, money, faculty inservice
- September 2006 thru May 2007
- Counselors administered a pre and post self-esteem inventory
- David Tangaro, Raylene Glover, Valorie Brandt

Material Used

- The Self-Esteem Program, The Complete Guide to Service Learning, Decision Making

### RESULTS

A self-esteem inventory was administered to participants prior to the beginning of the projects. We obtained a baseline score. In addition, we required students to journal thoughts and feelings about "before, during, and after" projects. Finally, we administered the posttest inventory. Our results indicated an average 5 percentage point increase in index scores.

## DISCUSSION

After our first year of implementation, we feel strongly about the positive impact of service learning. We recognize that there are some improvements we would like to make in the coming years. We were not satisfied with the instrument we used. It was suggested during a review by our colleagues that we assign point values to the journaling, which we felt gave a more comprehensive picture of what was actually taking place with the students. Our food drive exceeded its' original goal by 150 cans. We donated 30 blankets and an equal amount of scarves to the homeless shelter. Students learned to knit and proudly delivered 41 caps to Primary Children's Hospital. The Class Act section of the Salt Lake Tribune covered our delivery of the 160 Easter Baskets the Midvale Boys' & Girls' Club. One of the most exciting outcomes was that three of the students who volunteered at the center twice a week were hired on for full time jobs this summer. We are looking to "grow" our service learning component at Valley High in years to come.

---

Don Link – Principal

---

Raylene Glover – Counselor

---

David Tangaro – Counselor

---

Valorie Brandt - Counselor

Utah CCGP – Guidance Activities Action Plan  
(Large Group) 2006 – 2007

School:	West Jordan High School (Jordan School District)
Target Group	Senior Class
Selection Basis	Approximately 22% of our students qualify for free/reduced lunch or fee waivers, and many others have significant difficulty paying for post secondary education.
Guidance Content	SEOP's Classroom visits College Tour Financial Aid Night
CCGP DRSL	Standard 9 – Guidance Curriculum Standard 10 – Career exploration and development
Curriculum/Materials	Scholarship Handbook Scholarship Bulletins “Accomplishment Chart” ACT/SAT information Utah Mentor Lists of Post-Secondary options
Start/End Dates	October 06 – June 07
Students Impacted	500
Presentation	Senior English Classes Individual appointments with Scholarship coordinator
Evaluation	All seniors will be surveyed at year-end regarding their post high school plans and scholarship offers.



Utah CCGP – Guidance Activities Results Report (Large Group)  
2006 – 2007

Counselors	Eve O'Neill, Nancy Ennenga, Pam Jensen
Target Group	Senior Class
Curriculum/Materials	Scholarship Handbook Scholarship Bulletins Utah Mentor Senior Survey
Start/End Dates	October 2006 – June 2007
Students Impacted	500 students
Results Data	284 scholarship offers received (\$1,703,986) 145 seniors received scholarships 492 seniors enrolled at beginning of Quarter 4 305 seniors plan on post-high school education/training 29% of seniors received scholarships 47% of college bound seniors received scholarships
Implications	Counseling department guidance activities appear to have a positive impact on the amount of financial assistance granted to our students. We will continue to work in this important area.

Abstract  
CCGP Data Project (Large Group)  
West Jordan High School  
June 2007

Due to the socioeconomic status of much of our school's population, we have a large number of students on fee waivers and free/reduced lunches. Many of our students have a difficult time paying for post-high school education. This study was designed to evaluate our efforts on behalf of our students. Our goal is to provide ample opportunity and information in the procurement of funding for post-high school education/training. Several strategies were implemented at WJHS to disseminate information. Visits were made to each senior English class; a scholarship bulletin was published once or twice per month and posted on bulletin boards in each English classroom and outside the Counseling Center. Individual copies were available to students who requested one, and application forms for all advertised scholarships were available to students. This year, 145 students received scholarships that totaled \$1,703,986. This figure represents 29% of the senior class and 47% of students who plan to enroll in higher education.

## Utah CCGP – Guidance Activities Plan (Small Group) 2006 – 2007

School	West Jordan High School (Jordan School District)
Target Group	Senior Students who are deficient in credits
Selection Basis	In support of the school DRSLs of communication and collaboration, counselors and students worked together to identify areas of deficiency and to make action plans so that the students would be able to earn their diplomas by June.
Guidance Content	Each quarter the counselors reviewed the students' progress toward graduation and mailed letters to the parents of each deficient senior student. The counselors also met at least quarterly with each senior student to review progress and goals. Many times additional conferences were held with parents, teachers and assistant principals.
CCGP DRSL	Increase the percentage of seniors graduating in each of the next three years.
Curriculum/Materials	Make-up packets, Electronic High School and BYU Independent Study were among the options for students to earn credit. Counselors presented organizational ideas and study skills to students.
Start/End Dates	September 2006/June 2007
Students impacted	223 (All seniors were evaluated each quarter)
Presentation	Quarterly SEOP appointments with deficient seniors
Evaluation	Communication, collaboration and SEOP conferences supported the students' efforts to graduate. In order to improve the percentages each year, more interventions will be added. We will also keep data regarding the senior students who withdraw during their senior year.

Utah CCGP – Guidance Activities Results Report (Small Group)  
2006 – 2007

Counselors	Eve O'Neill, Nancy Ennenga, Pam Jensen
Target group	Deficient Seniors
Curriculum/materials	Make-up packets Electronic High School BYU Independent Study Program Quarterly letters
Start/End Dates	September 2006 – June 2007
Process Data	Letters were sent to parents of deficient students in August and at the end of first, second and third quarters. Meetings were held at least quarterly with each deficient student.
Results Data	At the beginning of the year when we had 569 seniors enrolled, 222 deficiency letters were sent. After first quarter, there were 552 seniors enrolled and 223 deficiency letters were sent. After second quarter, senior enrollment was 526 students, and 208 deficiency letters were sent. After third quarter, 492 senior students were enrolled, and 177 deficiency letters were sent. During fourth quarter, we made numerous personal contacts with each deficient senior and their parents. Our final enrollment on graduation day was 483, and of those students, 441 graduated on time.
Implications	Communication, collaboration and SEOP conferences supported the students' efforts to graduate. It is also clear that most students waited until the final quarter to make up their work, and that other Students withdrew or were withdrawn prior to graduation. Next year, we will study those issues as well.

Abstract  
CCGP Data Project Report (Small Group)  
West Jordan High School  
June 2007

With a relatively large minority population, and many students at risk, it is a priority at WJHS to not only maintain the current graduation percentage rates, but to improve those rates during each of the next three years. Several strategies were implemented this school year to respond to the needs of the students who were deficient in credits. Quarterly records were kept to help evaluate the progress of students and the interventions that were made. This year, 91.7 of the seniors enrolled during 4<sup>th</sup> quarter graduated on time.